Secondary PGCE 'Noticing' Booklet

This booklet is to be fully completed during the early part of your Initial Experience Phase. *You are required to submit it as the Formative Assessment of Module PGSC 9011*

Deadline Date:

15th November 2019

Name: _____

2019-2020

Contents:

The Importance of Noticing

You will spend a good proportion of your time in the early stages of your placement observing others teach. It is crucially important that you 'actively' observe and 'notice' the factors that *impact* upon pupil learning. Key to your learning will be the 'professional learning conversations' between you and your mentor(s). The things you observe should set the agenda for some of those meetings. Knowing what to look for can be difficult as there is so much going on all at once in a lesson. To help, we have picked out some specific aspects for you to direct your reflections during this first block placement for the formative element of PGSC 9011 (please see the PGCE Course Handbook for further information).

The tasks in this booklet are not organised chronologically so you can attempt them in any order, and so you should select your chosen focus as relevant. For example you may be observing a colleague who is particularly adept at managing behaviour, in which case, this could form the focus for your observations. It is important that you try to plan your observations in this way as all aspects need addressing before the assignment deadline of November 15th 2019.

To give you an idea of how we see the process working, figure 1 tries to give a graphical representation.

- Use some of these observations as a basis for discussion with mentors, colleagues and other appropriate staff

- Trainee observes others lessons within or outside their subject area (guided by this booklet)

Professional Learning Conversations

START
Observation of other's lessons

Implications for own practice

'Critical' reflection on what has been seen

- Consider the implications of these reflections for future practice

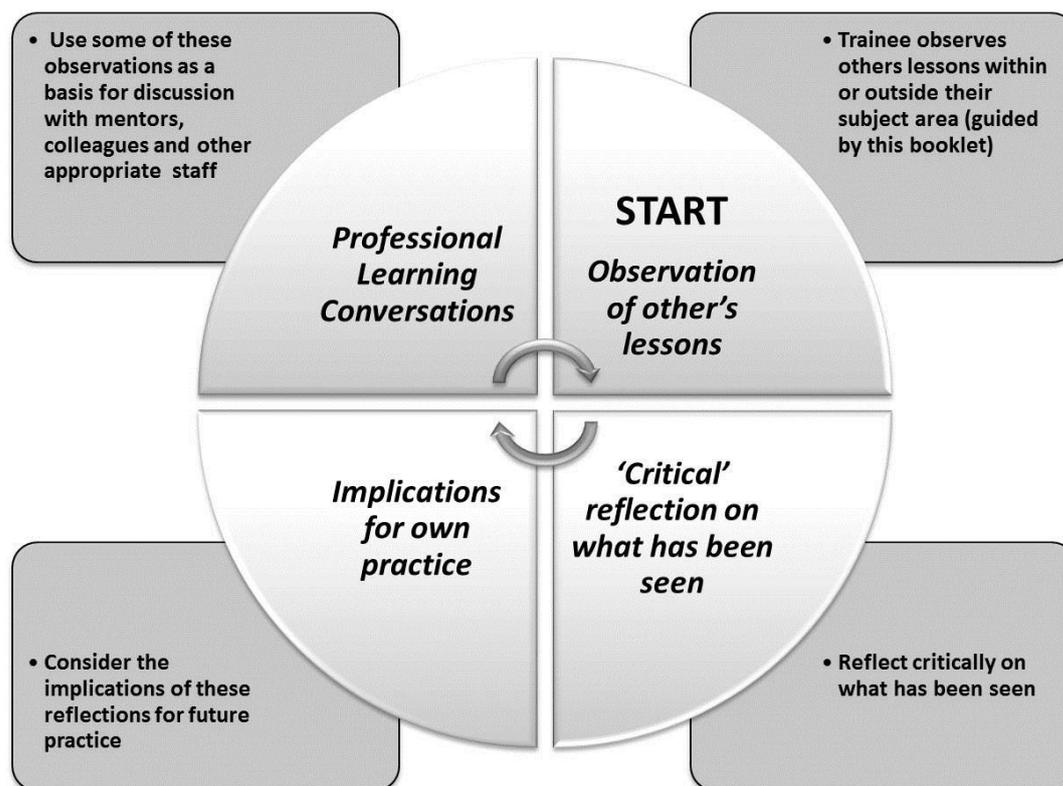- Reflect critically on what has been seen

Figure 1

Reflections on what you 'notice'

To gain your Masters Level PGCE you are asked to reflect 'critically' – reflection can lead to improved performance and good critical writing will help you excel in an assignment.

Critical analysis;
- evaluates strengths and weaknesses
- makes reasoned judgements
- argues a case according to the evidence
- identifies why something will work best
- weighs up the importance of different components
- Evaluates the relevance of links between pieces of information and draws conclusions.

One framework for reflection is the *'What? So what? Now what?'* model:

What?	So what?	Now what?
This is the *description* of the event and self-awareness level – questions start with 'what' (e.g. What happened? What did the teacher/pupil do? What was positive or negative about the experience?)	This is an *analysis* and evaluation of the event when we look deeper (e.g. So what is the importance of this? So what have I learnt about this?)	This is the level of *synthesis* where we consider courses of action and propose what we will do next (e.g. Now what could I do? Now what might be the be the implications for my future practice?)

Source: Rolfe, G., Freshwater, D., Jasper, M. (2001) *Critical reflection in nursing and the helping professions*: *a user's guide*. Basingstoke: Palgrave Macmillan.

Use the ideas above to help you to note down critical reflections of what you 'notice' in school and in classrooms during the early stages of your placement.

Your Noticing Booklet will receive feedback on the level of your engagement and reflection once it has been submitted as the PGSC 9011 formative assignment. This feedback will help you to continue to develop your skills of reflection and observation in the classroom over the remainder of the course. In order to make reasoned judgements and to argue a case based upon evidence, it is important to consider other perspectives. A good place to start would be to use the recommended course text: **'Learning to Teach in the Secondary School: A Companion to School Experience' (Capel, Leask and Younie, 7th edition, 2016)**, and there are many other relevant references available in this field of study.

Professionalism

Whilst it is important that your reflections are honest and accurate, as a trainee teacher it is important that you act professionally and ethically at all times. It is important to remember that as yet, you don't know what you don't know and what *you* may consider to be an innocent reflection on a lesson may be quite controversial to others. The following is taken from the '*Professional Expectations of Student Teachers*' (as part of the University of Cumbria PGCE handbook) and summarises the view we would like you to adopt: **"It is unprofessional and unethical to make unfavourable or potentially slanderous verbal or written remarks about fellow professionals, pupils, students or indeed the actual institutions we may be working in. It is important to realise that teachers are held to higher expectations than many others in the community…"**

The Learning Environment

Creating a positive physical environment can have a positive impact on the quality of teaching and learning in many ways. Well organised and attractive displays, organisation of resources, layout of furniture, movement routines, the position of the board and even how tidy and well cared for the room is all play a part. Look for some positive and negative influences in the rooms you may be using. Is it possible to address the negative influences? Record your observations below.

Date of Entry	
Positive influences (What?)	**Negative Influences (What?)**

Summary: Critical Reflections on 'The Learning Environment' (See chapter 2.1, Capel et al, 2016)	

The Start of Lessons

It is fairly obvious perhaps but lessons that get off to a good start are much easier to manage and successful management routines often begin before the pupils enter the room. Find out what the school/departmental policy is for the start of lessons. Observe the routines used to get the pupils into the room and ready to start the lesson. Record your observations for three different lesson starts below. Use the prompts below to help

• Do pupils line up?

• What happens to bags/coats?

• Where is the teacher standing?

• How are the pupils greeted?

• Is entry quiet/silent/orderly/supervised/monitored?

• Where do they sit? Who decides?

• Are there any instructions about books/pens etc?

• Is the entry procedure effective?

• If not, can you identify why not?

Entry Routine 1	Entry Routine 2	Entry Routine 3
Date:_____	Date: _____	Date: _____

Summary: Critical Reflections on 'The Start of Lessons' (See chapter 2.1 in Capel et al, 2016)	

The First Few Minutes

The pupils are in, seated and (hopefully) ready to start. What happens next?

 • Is the register called?

• Is there an activity waiting for the pupils?

• Do all lessons start in the same way?

• Does the teacher wait for latecomers?

• Do pupils need to give report cards to the teacher?

• Are exercise books given out?

• Are text books given out?

• Is there a starter activity? If so, how long are the instructions?

 Choose the starts of three different lessons by observing a range of teachers with different classes from a variety of year groups including classes of different abilities.

Start 1	Start 2	Start 3
Date:_____	Date:_____	Date:_____

Summary: Critical Reflections on 'The First Few Minutes' (See chapter 2.1 in Capel et al, 2016)	

Lesson Structures

One common lesson structure is the three part lesson:

- A starter which engages pupils with the learning that will take place during that particular lesson
- The main activities where learning takes place
- A plenary where the teacher establishes that their objectives have been met and that successful learning has taken place.

Identifying the differences between the parts of a lesson and observing how teachers manage the **transitions** (i.e. how they move from one activity to the next) will help you with your own lesson planning and delivery. Before you complete this section observe a few lessons focusing on the structure. Look at how the lessons are delivered and when you have had time to reflect on this aspect, briefly record the nature of each activity and how the transition is managed.
You may also find it useful to discuss the strategies teachers use when planning lesson structures for different types of group.

Date of Entry	
Brief description of class (Please make anonymous)	
Description of Starter (Inc. time taken)	
How was the transition managed? (Starter to main)	
Description of main activities	

How was the transition managed? (Main to plenary)	
Description of plenary	
What evidence was there that learning had taken place?	
Summary: Critical Reflections on 'Lesson Structures' (see chapter 2.2 in Capel et al, 2016)	

Lesson Endings

Once the teaching and learning is complete, the pupils then need to exit on time in an orderly fashion. Record your observations of a range of lesson endings.

Background Info on Class (Anonymous)	Description of Ending	Critical Reflections
(Entry 1) Date:_____		
(Entry 2) Date: _____		
(Entry 3) Date: _____		
Summary: Critical Reflections on 'Lesson Endings' (See chapter 2.1, Capel et al, 2016)		

Evidence of Pupil Learning

It is clearly important for teachers to judge whether or not the learning that they have planned has been successful. This can be achieved in a variety of ways including Q and A techniques, lesson structure, marking of pupils' work and classroom discussion. How do teachers find out what pupils already know about the topic? During the lesson how do teachers monitor learning? At the end of the lesson, how do teachers know that successful learning has taken place? Record your observations and reflections below.

Background Info on Class (Anonymous)	How was successful learning demonstrated?
(Entry 1) Date:_____	
(Entry 2) Date:_____	
(Entry 3) Date:_____	
Summary: Critical Reflections on 'Evidence of Learning' (See chapter 6.1 in Capel et al, 2016)	

Supporting all Learners (INCLUSION)

CRITICAL REFLECTIONS
What strategies does the teacher use to include *all* learners during the lesson? Think about: lesson plans, differentiated resources, differentiated tasks, structure of outcomes, seating of pupils, diverse approaches, considering the interests of pupils, positive safe and respectful learning environment…
How does the teacher work with other adults in the classroom? How do the pupils respond to this? Who are the other adults? What do you notice about the role and the activities they undertake?
What strategies does the teacher use to ensure inclusion in lessons for pupils with specific learning needs (such as SEN/D or EAL)? You may focus on one particular case study here if relevant (though please don't let the pupil become aware that they are a focus for your study)
(See chapters 4.1 and 4.6 in Capel et al, 2016)

Classroom Management

Teachers manage the behaviour of their pupils using an enormously wide variety of strategies. Some are based on a whole school policy followed by all staff; others are selected by personal preference. Some work well, others don't. It is not possible for us all to use the same strategies successfully as success often depends on the relationships between the teacher and their pupils.

The one thing you must avoid is to struggle alone in isolation. Strategies often evolve when teachers find out what is effective. Trying to achieve consistency (which pupils like) by using the sanctions and rewards already in place makes a lot of sense.

Look out for the behaviour management strategies that teachers use. You may need to examine what's going on in minute detail as the expert teachers will be using a range of sophisticated body language techniques to gain and maintain the attention of their pupils. Over time you will hopefully build up a repertoire of techniques that can be used effectively to manage the classroom.

Make a note of some of your observations below (these can be from several lessons).

Observation focus	Observations and Critical Reflections
How does the teacher get the attention of the whole class?	
Subtle techniques used for general control	

Classroom Management (contd.)

How do teachers respond to increasing levels of disruption, including explicit interventions used?	
How do teachers use rewards, praise and sanctions in the classroom?	
Summary: Critical reflections on managing classrooms (See chapters 2.3 and 3.3 in Capel et al, 2016)	

Questioning

Questioning is an essential teaching skill that you will need to develop. Look for Q and A sessions within lessons that seem to be effective:

• Are the questions open or closed, are they targeted (directed at pupils)?

• Do the pupils get 'thinking time' before they answer and does the teacher ask supplementary questions in response to pupil answers?

• How does the teacher deal with incorrect answers?

• Do the pupils ask questions?

• Do pupil answers provide evidence that learning has taken place?

Record your observations of Q and A sessions within lessons. Try to focus on what the teacher did to make the session work or why it did not seem to work.

Background Info on Class (Anonymous)	Description	Critical Reflections
(Entry 1) Date:_____		
(Entry 2) Date: _____		
Summary: Critical reflections on using questions in the classroom (See chapter 2.1 in Capel et al, 2016)		

Personal and Professional Conduct (Part Two of the Teachers' Standards)

From observations you have made both in and out of lessons and through reading part two of the Teachers' Standards, reflect upon the appropriate personal and professional conduct that you will demonstrate as you embark upon your early career as a teacher.

Critically reflect upon what you have observed and how *you* as a teacher will demonstrate professionalism in your own work?
(See chapters 1.1 and 2.3 in Capel et al, 2016)

Reference list: *(List here those texts you have used to inform your reflections using the Harvard System – see Cite Them Right on Blackboard)*