Contents

Welcome to the Teach First Summer Institute Professional Studies and Practice Programme 2013

Teach First Professional Studies and Practice

Principles and Aims

The 2022 Impact Goals and Professional Studies and Practice

The Overall Approach to Learning and Teaching

Professional Studies and Practice Performance Expectations for the Summer Institute

Professional Studies and Practice Learning Objectives

Introduction to Learning Objectives

Summer Institute Learning Objectives

Summer Institute Weeks 1-4

Summer Institute Weeks 5-6

Professional Studies and Practice Themes

Inclusion

Learning and Teaching

Learning Environment

Professionalism

Professional Learning and Development

Summer Institute Weeks 1-4: Teaching Experience

Summer Institute Weeks 1-4: Placement School Days

Further Reading

APPENDICES

Appendix 1 Maximising Impact by Developing Achievement, Access and Aspirations: A Model for Practice

Appendix 2 Teachers’ Standards for QTS: Lesson Observation Prompt

Appendix 3 Health and Safety Guidelines

Appendix 4 Glossary of Terms
Welcome to the Teach First Summer Institute Professional Studies and Practice Programme 2013

‘An effective teacher is one who can integrate theory with practice, use evidence to underpin their professional judgment and one who can use structured reflection to improve practice.’

Capel, Leask and Turner, 2009

Welcome to the Teach First Professional Studies and Practice Programme. The Summer Institute and Year-Long Professional Studies and Practice programme, along with this handbook, have been developed by an experienced range of educators who work within the Teach First Initial Teacher Development (ITD) Partnership.

This year’s handbook has been revised and updated with input from across the ITD Partnership. All the colleagues who contributed have many years’ experience of secondary and teacher education and training. The handbook - and the entire Professional Studies and Practice programme - draws on feedback from Teach First participants attending in previous years, as well as from mentors working with current participants in their schools. It also reflects the Masters level assessment framework.

Both the Professional Studies and Practice programme and the Subject Studies programme have been planned together to prepare participants for all eventualities in their first weeks in school. The preparation - particularly the Participant Preparation Work that participants arranged and experienced before the Summer Institute - will also help to inform discussion.

The handbook also has guidance about the time you will spend in a school during Weeks 1-4 of the Summer Institute including the time you will spend in your Teach First Placement School.

We hope you enjoy and find valuable all aspects of the Teach First Summer Institute Programme.
Teach First Professional Studies and Practice

Principles and Aims

You have joined the Teach First Programme for a range of reasons, but particularly because you want to teach a specialist subject about which you are enthusiastic and very knowledgeable. The Subject Studies part of the programme will prepare you for teaching this element. Teaching is a profession, however, with specific rules and codes of conduct which you will need to understand in order to succeed and be fully recognised in the profession. In September when you join the staff of your Placement school you will need to be prepared to adopt the wider professional role and associated responsibilities required.

The Teach First Professional Studies and Practice programme will prepare you to become effective in a range of different roles including the distinctive pastoral and academic roles of the profession. You will become a specialist in learning who can translate your subject knowledge for the needs of younger learners, some of whom will be finding learning challenging. You will also need to adapt to working as a member of a wider school team: both the departmental team and the welfare and non-teaching (associate or support staff) teams who will give you valuable help and have a well-developed knowledge of both the school and the wider catchment community.

Places of learning - classrooms, schools - are unpredictable spaces, which can be exciting, energetic and possibly even frightening to a novice learning to gauge situations. They are always full of opportunities for creativity and growth but making learning happen and flourish is a challenging task. Learning is a delicate process and the needs of learners are diverse and complex.

You will be spending parts of Weeks 1-4 of the Summer Institute in schools. Professional Studies and Practice will develop your ability to interpret the interactions between teachers and pupils and to understand what is happening in the lessons you observe. You will need to be able to identify through observation, reflection and analysis, how respectful and productive relationships between teacher and learner and between learner and learner are created. You will also need to understand how these relationships are the result, not just of the quality of the individual teacher’s practice, but of the consistency of the wider school ethos and organisation.

The needs of all learners are met through the collaboration of everyone who works in a school. Recognising and drawing on the different kinds of expertise and responsibilities held by other members of staff will be vital to the success of your practice. You will be part of a large community which includes a number of non-teaching, associate staff. Two members of the teaching staff, the Professional Mentor and your Subject Mentor, will have special responsibility for supporting your professional development. Through them and with their guidance, you will also be able to draw on the expertise of many members of staff in different ways: including through informal conversation, departmental and whole-school meetings and training, collaborative teaching, and formal observation of colleagues at differing levels of experience.
As a Teach First participant, you will need to think about what you yourself can bring - your ideas, attitudes and values - both to the Summer Institute and to the school in which you will teach. You will need to think about how these ideas, attitudes and values interact with, shift, radically alter, and affect others in the light of your teaching practice. This is called being a **reflective practitioner**. One of the overall aims of the Summer Institute is to enable you to become an effective reflective practitioner. Your success as a teacher depends to a considerable extent on the quality of your reflection as a learner and how to make a greater impact on the learning of your pupils as a consequence.

Begin your involvement in the Teach First Professional Studies and Practice Programme now by thinking about:

- What are the things you already know about formal and informal learning in your specialist subject and how life skills, hobbies and interests interact?
- How did you begin to learn?
- In what different ways do you learn now?
- In what different ways could your current learning needs be met?
- What might be involved in making your existing knowledge, skills and understanding accessible to young learners with a wide range of abilities?

**Teach First Professional Studies and Practice will help you to:**

- **Develop knowledge and understanding of the school curriculum.** As a Teach First participant you will need to think about curriculum planning in your own subject area and its relationship with the whole school curriculum. The curriculum can mean different things to different people but it usually covers some or all of the following: what is taught in lessons, messages sent about values through formal and informal school hierarchies, the equality of relationships, how learning is organised, how pupils are organised, what happens in the playground, through curriculum enrichment activities and through the extended school after official hours and at weekends. Professional Studies and Practice will help you to address the ‘hidden’ curriculum which supports the effective socialisation of pupils.

- **Engage in informed reflection and debate on how the curriculum can be adapted to best prepare all young people for adult life in the twenty-first century.** The National Curriculum and its related guidance set out the statutory and the non-statutory requirements for both specific subject and whole school policy and practice. This reflects both explicitly and implicitly the national aims of education within wider society.

- **Understand that curriculum planning involves thinking about the diverse range of needs amongst learners and about the range of strategies which enable different learners to make progress.** This is what is meant by an **inclusive curriculum** or **inclusion**. This recognises and respects the differences between pupils and places an expectation on schools to plan and provide pathways to meet the personalised needs of all pupils. This might involve planning a range of activities with the same or related learning objectives or matching different resources to different learners. It might mean introducing alternative curricula, including material for gifted and talented pupils, providing additional learning support and support to pupils for whom English is not their only language.

- **Appreciate that differences - whether of gender, culture, ethnicity, social class, physical impairment or additional educational needs - exist in all schools.** Schools are diverse communities, often including children of parents who are long term...
unemployed, refugees, asylum seekers, migrants and many for whom English is an additional language (EAL). These differences are a great source of cultural richness for school communities, particularly in the areas in which the Teach First programme operates. Planning provision for learners with such diverse backgrounds can be challenging. Schools work in partnership with a wide range of different agencies and community groups to help meet the needs of their learners. Some schools are now formally recognised as ‘Extended’ schools and are working with other agencies within the community to reduce exclusion and increase wider levels of commitment to education across the community.

As you can see, effective teaching involves an understanding of practices beyond that of subject specialist. We are all teachers of children and young people. The professional element of this course is intrinsic to your professional development as a teacher.
The 2022 Impact Goals and Professional Studies and Practice

In order to have a significant impact on pupil achievement, access to opportunities, and aspirations, Teach First has identified key areas that require attention. The Professional Studies and Practice programme will reference these measures at relevant points during the programme. The measures provide a specific focus for what it is that the programme intends to achieve in the short and long term. Implicit within the measures is recognition that success will mean working together at individual, school and system level with a whole constellation of people. They can be articulated as:

- **ACHIEVEMENT**
  We want to see pupils from low-income backgrounds achieve at the same level as their wealthier peers throughout their compulsory school careers. To monitor progress towards this, we will track attainment gaps in literacy and numeracy and GCSE results, at the end of primary school and at the end of Year 11 respectively.

- **ASPIRATION / A WELL-ROUNDED EDUCATION**
  Teach First believes that a well-rounded education is more than just academic attainment. We therefore want pupils from low-income backgrounds to have the same ability to meet their aspirations for educational success and future plans as their wealthier peers. We also want them to leave compulsory education equipped with the skills and characteristics that will support them to meet those aspirations, whatever they may be.

- **ACCESS**
  We want to see pupils from low-income backgrounds accessing the same high-quality education, employment or training following compulsory education as those from wealthier backgrounds. To monitor progress towards this, we will track access to both level 3 apprenticeships and the top 25 selective universities.
The Overall Approach to Learning and Teaching

Teach First Professional Studies and Practice sessions aim to equip you for work in a secondary school in September and also to enable you to begin to develop a personal philosophy of learning and teaching.

Sessions will have a rhythm that is firmly embedded in constructivist theories of learning. We will start ‘where you are at’ and actively engage you in constructing your own meanings about education, the curriculum, teaching and learning. To put it another way you will:

- share experiences
- take part in discussions informed by reading the recommended texts and articles
- engage with your facilitators’ professional input or other resources e.g. audio, video
- take part in group tasks, sometimes in geographical or subject groups or other relevant groups
- respond to questions which are intended to challenge assumptions and deepen understanding
- make formal group presentations
- give and receive feedback on presentations
- keep a journal in which you summarise what you have learned and the action you are going to take to develop your understanding further.

By taking this approach you will be practising the essential teaching skills of:
- effective verbal and non-verbal communication
- self-evaluation
- peer review
- assessment for learning
- accepting and acting on advice
- reflecting on practice.

Blending Theory and Practice

Learning the ‘tricks to teaching’ can be helpful in the short term, but just like any trick, it is time bound and linked to the specific context of an audience. However, by reflecting on the underpinning principle or theory behind a method, it can then become applicable to different situations. We feel it is important to introduce some educational theory but also to blend it with practice so that the theory can inform your practice from the outset and you acquire a genuine classroom craft which is comfortable for you and expresses your own educational philosophy.

- You will quickly realise from observing teachers and pupils in school that each teacher will deliver the same curriculum in their own unique style and no two groups of pupils are the same. The chemistry of groups will always vary. In a similar way, each Professional Studies and Practice group is different and each Professional Studies and Practice tutor will use their own methods, expertise and ideas to deliver the sessions. At times this may mean that your tutor uses different resources or activities, but it is important to remember that all groups will nevertheless cover the same key areas to achieve the intended learning outcomes. Articles and resources, which are available but not expressly used by the tutor, may be useful for future reference, and assignment writing.
Professional Studies and Practice Performance Expectations for the Summer Institute

From the outset, you should be willing to engage with a variety of approaches to learning and to make explicit links between prepared reading, the Participant Preparation Work and the content of the session.

You are required to take an active role in all sessions, including working collaboratively to develop presentations as well as contributing on an individual level.

You will engage in reflective writing, using the Journal and keep it up to date throughout the Summer Institute.

You will use a range of verbal and non-verbal communication techniques during presentations to improve your effective classroom practice.

You should demonstrate the ability to give and receive feedback on your performance in a professional manner.

In developing the guidelines for effective teaching and classroom management and developing secure boundaries and high expectations for appropriate behaviour from both the tutor and the learner, you will be able to articulate the principles on which these guidelines are based.

In responding to case-study and video materials, you will maintain a professional manner, respecting other professionals and demonstrating a commitment to the needs of all learners in your group in line with our professional code.

You will identify targets for your future professional development during and after the Summer Institute, with a programme of activities to support your further progress.
Professional Studies and Practice Learning Objectives

Introduction to Learning Objectives

The Learning Objectives presented on the following pages are not just for the six weeks of Summer Institute but reach into the year-long training programme and beyond. You will be guided and supported in seeing these Learning Objectives are recursive throughout your training and teaching career. In order to help you better understand the recursive nature of the Learning Objectives, they have been linked with key themes which you will engage with in Professional Studies and Practice and will repeat across your training year and beyond.

Your university tutors and school mentors will support you in better understanding and reflecting on the themes as you return to them at various points in the training year. Therefore it is important that you share this handbook with your tutors and mentors and use it as a source for reflective practice and to identify your training needs.

The themes have been developed in part to reflect the Teachers’ Standards but are not synonymous with them. They serve to create a framework for you to begin to map your progress across the Summer Institute and year-long programme and you may find that working with the themes will support your work with the Tracking Progress document. As your understanding of Professional Studies and Practice develops, we hope that you will see that the learning objectives associated with a theme will cut across more than one theme. In turn, across the training year you may start to develop the themes for yourself and even identify your own framework based on your engagement with the Teachers’ Standards, reflection on practice, application of the Teach First Leading Learning Principles, and dialogue with colleagues.
Summer Institute Learning Objectives

The following Learning Objectives are offered to inform you of the overall programme of study for Professional Studies and Practice. All sessions and objectives are associated with particular themes and need to be seen in relation to those themes.

The Teach First programme is a national programme but with a geographical context. Therefore the sessions and objectives below may differ slightly within your region or country to meet that context. The regional or country Professional Studies and Practice Leads will inform you at the start of Weeks 1-4 of Summer Institute of any variation to content.

Given the variation across regions and countries the objectives are presented in terms of Weeks 1-4 (Summer Institute in your region or country) and Weeks 5-6 (Summer Institute at Warwick). Within these two blocks the objectives are grouped according to theme.

### Summer Institute Weeks 1-4

<table>
<thead>
<tr>
<th>Theme</th>
<th>Inclusion</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>To be introduced to the importance of the statutory guidance for the well-being of children</td>
</tr>
<tr>
<td></td>
<td>To have understood the relationship between one’s own experience of education and the broader question of the purpose of education</td>
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<tr>
<td></td>
<td>To know and understand the context of schools in challenging circumstances</td>
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<tr>
<td></td>
<td>To understand the Special Educational Needs and Disabilities (SEND) duties set out in the SEND code of practice</td>
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<td></td>
<td>To consider some issues in learning which can lead to disaffection</td>
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<table>
<thead>
<tr>
<th>Theme</th>
<th>Learning and Teaching</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>To recognise the interaction between ideas about learning and pedagogic strategies and how these relate to approaches to learning</td>
</tr>
<tr>
<td></td>
<td>To demonstrate and assimilate educational learning theories in a small group context</td>
</tr>
<tr>
<td></td>
<td>To collaborate with peers on the planning of a personal, health and social education (PHSE) lesson drawing on the cross-subject/phase experience of lesson planning</td>
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<tr>
<td></td>
<td>To introduce the current guidelines on the teaching of reading and writing including an introduction phonics</td>
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<thead>
<tr>
<th>Theme</th>
<th>Learning Environment</th>
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</table>
### Theme: Inclusion

<table>
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<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>• To understand a range of strategies, underpinned by theory, to manage behaviour in the classroom and develop positive approaches to managing pupils' behaviour</td>
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<tr>
<td>• To develop a positive environment by considering school ethos</td>
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<tr>
<td>• To consider how to develop a safe environment within the classroom</td>
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### Theme: Professionalism

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>• To know and understand the various aspects of a teacher’s role</td>
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<tr>
<td>• To develop an initial understanding of the legal framework within which teachers work including understanding the employee contract</td>
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### Theme: Professional Learning and Development

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>• To focus on the purpose and process of reflective practice</td>
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<td>• To introduce the programme assignments</td>
</tr>
<tr>
<td>• To introduce the ‘Tracking Progress’ documentation and describe how grading is arrived at through reflection</td>
</tr>
<tr>
<td>• Consider the types of evidence that can be offered in support of the Qualified Teacher Status (QTS) Standards (Teachers’ Standards)</td>
</tr>
<tr>
<td>• To present in draft form the first 200 words of Written Assignment 1 (WA1) to the Professional Tutor and gain feedback</td>
</tr>
<tr>
<td>• To have individual tutorial time to allow participants and Professional Tutors the opportunity to consider Journal entries</td>
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### Summer Institute Weeks 5-6

#### Theme: Inclusion

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>• To understand the research around the relative academic performance of pupils in relation to gender, ethnicity and deprivation relative to your school’s context</td>
</tr>
<tr>
<td>• To consider how to plan for effective learning for pupils with specific needs</td>
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#### Theme: Learning and Teaching

<table>
<thead>
<tr>
<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>• To share what you learned during the Literacy Conference and its implications on the teaching of reading and writing</td>
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#### Theme: Learning Environment

© Teach First Initial Teacher Development Partnership 2013
<table>
<thead>
<tr>
<th>Theme</th>
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</table>
| Objectives | • To consider how to create a solutions-focused environment within your classroom  
              • To develop a vision for an effective learning environment |
<table>
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<tr>
<th>Theme</th>
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<tr>
<td>Objectives</td>
<td>• To understand the implications of new technologies on the role of professionals when interacting within the school community</td>
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<td>• To develop an understanding of professional identity in schools, its implications within the workplace and in the movement to address educational disadvantage</td>
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<td></td>
<td>• To foster the development of constructive relationships with colleagues</td>
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<th>Professional Learning and Development</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>• To begin to engage with and understand the Masters element of the Postgraduate Certificate of Education (PGCE)</td>
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<td></td>
<td>• To have tutorial time to allow participants and Professional Tutors the opportunity to consider Journal entries and evolving reflective practice</td>
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Professional Studies and Practice Themes

As outlined above, these themes are presented to support you in mapping your progress in collaboration with your peers, tutors and mentors. The Principles and Key Reading sections of the themes are starting points in order to enable you to develop your own understanding of the theme especially given the many dimensions involved within a theme and the various contexts within which the themes are played out.

Additional readings can be found in the Further Reading section at the end of this handbook. The readings are grouped into themes and dimensions and regional and country providers will identify additional reading as the year develops.

The intention is that both the Key Reading and Further Reading are used to build a critically reflective body of evidence that can ‘sit’ behind these themes.

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**Summer Institute Learning Objective Specific to Theme**

- To be introduced to the importance of the statutory guidance for the well-being of children
- To have understood the relationship between one’s own experience of education and the broader question of the purpose of education
- To know and understand the context of schools in challenging circumstances
- To understand the SEND duties set out in the SEND code of practice
- To consider some issues in learning which can lead to disaffection
- To understand the research around the relative academic performance of pupils in relation to gender, ethnicity and deprivation relative to your school’s context
- To consider how to plan for effective learning for pupils with specific needs

**Key Principles**

- Learning is accessible and acceptable for each pupil
- Targets/goals are set that stretch and are challenging based on the pupils’ individual needs and potential
- Differentiation of learning to become personalisation of learning
- Make every child matter
- Respect, value and celebrate diversity

**Key Reading**

**Recommended**


**OR**


**Suggested**

### Theme

#### Learning and Teaching

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#### Key Principles

| • Subject knowledge, subject pedagogy, and learning outcomes must relate to ensure all pupils can access the subject |
| • Engage with learning and teaching as a reflective process |

#### Key Reading

**Recommended**


OR


**Suggested**


### Theme

**Learning Environment**

### Summer Institute Learning Objective Specific to Theme

- To understand a range of strategies, underpinned by theory, to manage behaviour in the classroom and develop positive approaches to managing pupils’ behaviour
- To develop a positive environment by considering school ethos
- To consider how to develop a safe environment within the classroom
- To consider how to create a solutions-focused environment within your classroom
- To develop a vision for an effective learning environment

### Key Principles

- Create a safe and secure environment for all
- Establish clear and consistent expectations
- Ensure appropriate levels of mutual respect
- Inspire a passion and pleasure for learning

### Key Reading

**Recommended**


OR


**Suggested**

### Theme

**Professionalism**

### Summer Institute Learning Objective Specific to Theme
- To know and understand the various aspects of a teacher’s role
- To develop an initial understanding of the legal framework within which teachers work including understanding the employee contract
- To understand the implications of new technologies on the role of professionals when interacting within the school community
- To develop an understanding of professional identity in schools, its implications within the workplace and in the movement to address educational disadvantage
- To foster the development of constructive relationships with colleagues

### Key Principles
- Develop your professional self
- Effectively professional and collaborative work with others
- Knowing and responding appropriately to your professional duties

### Key Reading

**Recommended**

OR

OR

**Suggested**
### Theme

**Professional Learning and Development**

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### Key Principles

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<td>• Be a critical and reflective practitioner</td>
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<td>• Blend theory and practice</td>
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<tr>
<td>• Be committed to lifelong learning</td>
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<td>• Be recommended for QTS</td>
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### Key Reading

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Summer Institute Weeks 1-4: Teaching Experience

Rationale

These days are intended to contribute to your learning about learning and teaching. As such, the purpose is to contribute to the development of your professional values and practice. It is intended to build on observations carried out during your Participant Preparation Work.

Learning Objectives for Teaching Experience

The Learning Objectives for teaching experience days are:
- To allow participants the opportunity to work on the planning, delivering and reflection of at least three teaching episodes
- To allow participants to learn more about how pupils work as individuals, as groups and especially as learners
- To gather ideas on innovative practice in schools
- To gather further evidence which can be used in written assignments
- To have an opportunity to observe outstanding practice.

Practical Arrangements

Details regarding the schools in which you will be undertaking your Teaching Experience will be provided during the first week of the Summer Institute.

Programme for the week

Participants will spend most of the time in school in curriculum areas but may spend some time with teachers and pupils in different learning contexts. During the week you will be expected to plan for, and teach a small number of teaching episodes to whole or part classes and will be given written feedback.

The Teaching Experience School to which you have been allocated knows about the Teach First Programme, its values and expectations.

We expect that, as well as learning about their learning, you will make a contribution to the education of the pupils you encounter. Use this opportunity to give individual pupils and small groups targeted attention, and enhance the quality of their learning experiences. We hope that schools will say at the end of the Teaching Experience that they have benefited from your presence, as much as we hope you will benefit from your experience. Try to use this as an opportunity to make a difference.

Please remember to treat all staff, including support staff, as fellow professionals, and remember the generosity schools are showing by organising this opportunity for you as they are nearing the end of a long academic year.
Summer Institute Weeks 1-4: Placement School Days

These days are intended to enable you to collect essential information, where available, including timetables, schemes of work and resources you will need in order to prepare for work in school in September.

This will be an opportunity to get to know your mentors and the other members of your department, to start to build relationships with other key members of the school staff and to familiarise yourself with the school structures and procedures. Please remember that Placement School Days are taking place near to the end of term, and that teachers will have a lot of work to do to bring the term to a successful close. You may be able to spend time finding things out for yourself, for example, by reading policy documents or exploring resources, and this will be a profitable use of your time in the school.

The overall aims of the Teach First Placement School Days are to enable you to:

- have useful meetings with your Subject Mentor (the subject expert who will supervise and support you on subject teaching) and your Professional Mentor (the person with overall responsibility for your work in school) and to find out in as much detail as possible what will be expected of you in September, and if/when it is appropriate to contact staff over the summer;
- collect key information to enable you to prepare to teach in September;
- have useful meetings with other important members of the teaching and support staff with whom you will be working over the year, if this opportunity is available;
- begin to become familiar with the normal routines and content of the school day, the school week, the timetable, the curriculum and school policies;
- learn about the organisation of classrooms, teaching and learning styles and assessment strategies employed in lessons in a range of subjects in your school, including your own specialist subject, across different age groups;
- become aware of the ethos of the school and the ways in which the pupils’ spiritual, moral, social and cultural development is enhanced in lessons and in other school activity;
- gather information to assist you in the completion of your written assignments.

It is important that you understand the school within the context of the community.

Placement School and Community

Schools are to promote community cohesion and to provide access to a core offer of extended services.

Schools’ contribution to community cohesion covers three areas:

- **Teaching, learning and the curriculum** - helping children and young people learn to understand others and value diversity; promoting awareness of human rights and encouraging participation and responsible action, for example, through the new ‘identity and diversity; living together in the UK’ strand within citizenship education
• Equity and excellence - removing barriers to participation in learning to narrow the attainment gap between different groups; cohesion is greatest when all share in success
• Engagement and ethos - creating opportunities for children, young people and their families to take part in activities and build relationships with people from different backgrounds, including by building links with other schools and community groups locally and further afield.

The term ‘community’ operates at a number of different levels:
• The immediate school community including pupils, parents/carers/families, school staff, governors and members of the local community who make use of the school’s facilities
• The school’s neighbourhood, town, local authority area and the people who live and work there, and other local schools
• The UK community
• The global community.

Schools may also have formed their own unique communities, for example, offering extended services to local people or establishing links and creating clusters with other schools.

In your Placement School days you are asked to look at community, and specifically the first two bullet points, highlighted in bold. This will form the basis of discussion with your tutor, and whilst you are in your Placement School you will need to consider both the context of the immediate school community and the local neighbourhood. The following prompts will support this:

School: type and category, number on roll and capacity, state of buildings and any other appropriate contextualisation.
Location: local community within which the school is situated. Useful data may include feeder primary schools and further education provision within the area.
Profile of Intake: useful data will include diversity, special educational needs including specific learning difficulties and emotional and behavioural needs, English as an additional language (EAL) and free school meals. Also performance indicators and standards including teaching and learning standards on intake and at key points considered against local authority and national averages, absenteeism and exclusions.
Ethos of School: including personal development and well-being of pupils.
Staffing: structure within the school, how staff are clustered.
Other agencies: consider the range of other agencies that support pupils both within school and within the local community of the school.

The following questions will need to be considered:
• The creation of a school ethos that supports equality of opportunity
• The promotion of strong and supportive relationships with and between pupils, parents and staff, local people and partner organisations
• How the school actively works to tackle barriers - such as social and economic disadvantage or ethnicity - that could stand in the way of pupils' achievement
• How the school curriculum celebrates diversity, promotes tolerance and builds resilience
• How the school reaches out to the community by involving parents in the life of the school and bringing community groups into the school
• Whether the school’s workforce and governing body reflect the diversity of the community.
The examples you may find at the school could include: opening sports facilities to local groups and services in the evenings, weekends and holidays; providing space for parents groups, adult education courses and English for speakers of other languages (ESOL) classes; linking pupils with local neighbourhood partnerships; and raising pupils’ awareness through projects on local history and culture.

The following references will support your understanding of community cohesion:
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR085  Community Cohesion and PREVENT: How Have Schools Responded?
Further Reading

**Theme: Inclusion**

**Additional Educational or Special Needs:**


Dweck, C. (2004). ‘Self-theories and lessons for giftedness: a reflective conversation with Carol Dweck’, *Gifted Education International*, 19, pp. 27-33. Available at: [http://gei.sagepub.com/content/19/1/27](http://gei.sagepub.com/content/19/1/27)


DfEE Assessment of Pupils with Special Educational Needs. London: DfEE.

DfEE Guidelines for Teaching Pupils with Learning Difficulties. London: DfEE.


**Differentiation:**


**Diversity:**


**Issues of race and gender:**


Equal Opportunities Commission. *Sex Discrimination Act* [online] at www.eoc.org.uk


Booth, T. (ed.) *Participation in Schools*. Bristol: CSIE with CEN (University of Manchester) and CER (Canterbury Christ Church University College).


**Literacies across the curriculum:**


**Theme: Learning and Teaching**

**Assessment:**


**Child development and adolescence:**

**Communication in the classroom: voice and presentation:**

**Effective Teaching and Learning:**
DfEE (2000). *A Model of Teacher Effectiveness* [HayMcBer Report]: HMSO.

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PSHE:

Teaching styles:

Whole School Curriculum: Citizenship and PSHE:

Working in Groups:

Theme: Learning Environment
Behaviour management:


**Motivation rewards and sanctions:**


**Websites:**

http://www.behaviourneeds.com/

http://teachers.guardian.co.uk/resources.aspx

http://www.pivotaleducation.com/free-resources/

**Theme: Professionalism**

**Pastoral care:**


**Theme: Professional Learning and Development**

**Professional development and other school issues:**

**Thinking about education:**

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**Thinking about the curriculum:**


APPENDICES

Appendix 1 Maximising Impact by Developing Achievement, Access and Aspirations: A Model for Practice

Teach First’s vision is the *No child’s educational success is limited by their socio-economic background*. We believe that a teacher can have a profound impact on pupils by developing their Achievement, Access and Aspirations.

Achievement, Access and Aspirations are each broad terms for multiple mediating factors on an individual’s life chances.

‘Achievement’ includes but is not limited to: attainment, experience of success, progress, recognition.

‘Access’ includes but is not limited to: engagement, exclusionary barriers, opportunity, and participation.

‘Aspirations’ includes but is not limited to: motivation, orientation, self-concept, and self-efficacy.

All three ‘As’ are integral and equal in value; one cannot exist meaningfully without the others. An effective teacher increases Access and raises Aspirations as a means to improving Achievement. An inspirational teacher improves Achievement in a way that changes a pupil’s Aspirations, and in doing so improves their life chances by securing Access to continued Achievement and self-fulfillment.

During your two years’ teaching on the programme, you will be expected to maximise your impact as a teacher by developing Achievement, Access and Aspirations for all your pupils. You will be introduced to the theoretical underpinnings of this model during your initial teacher training year, and be supported by a Leadership Development Officer to embed these principles into your practice as a Newly Qualified Teacher (NQT).
### Appendix 2 Teachers’ Standards for QTS: Lesson Observation Prompt

#### S1  Set high expectations which inspire, motivate and challenge pupils

- a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### S2  Promote good progress and outcomes by pupils

- a) be accountable for pupils’ attainment, progress and outcomes
- b) plan teaching to build on pupils’ capabilities and prior knowledge
- c) guide pupils to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e) encourage pupils to take a responsible and conscientious attitude to their own work and study

#### S3  Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### S4  Plan and teach well-structured lessons

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children’s intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and extend
the knowledge and understanding pupils have acquired
d) reflect systematically on the effectiveness of lessons and approaches to
teaching
e) contribute to the design and provision of an engaging curriculum within the
relevant subject area(s)

S5  Adapt teaching to respond to the strengths and needs of all pupils

a) know when and how to differentiate appropriately, using approaches which
enable pupils to be taught effectively
b) have a secure understanding of how a range of factors can inhibit pupils’ ability
to learn, and how best to overcome these
c) demonstrate an awareness of the physical, social and intellectual development
of children, and know how to adapt teaching to support pupils’ education at
different stages of development
d) have a clear understanding of the needs of all pupils, including those with
special educational needs; those of high ability; those with English as an
additional language; those with disabilities; and be able to use and evaluate
distinctive teaching approaches to engage and support them

S6  Make accurate and productive use of assessment

a) know and understand how to assess the relevant subject and curriculum areas,
including statutory assessment requirements
b) make use of formative and summative assessment to secure pupils’ progress
c) use relevant data to monitor progress, set targets, and plan subsequent lessons
d) give pupils regular feedback, both orally and through accurate marking, and
encourage pupils to respond to the feedback

S7  Manage behaviour effectively to ensure a good and safe learning environment

a) have clear rules and routines for behaviour in classrooms, and take
responsibility for promoting good and courteous behaviour both in classrooms
and around the school, in accordance with the school’s behaviour policy
b) have high expectations of behaviour, and establish a framework for discipline
with a range of strategies, using praise, sanctions and rewards consistently and
fairly
c) manage classes effectively, using approaches which are appropriate to pupils’
needs in order to involve and motivate them
d) maintain good relationships with pupils, exercise appropriate authority, and act
decisively when necessary

S8  Fulfil wider professional responsibilities

a) make a positive contribution to the wider life and ethos of the school
b) develop effective professional relationships with colleagues, knowing how and
when to draw on advice and specialist support
c) deploy support staff effectively
d) take responsibility for improving teaching through appropriate professional
<table>
<thead>
<tr>
<th>development, responding to advice and feedback from colleagues</th>
</tr>
</thead>
<tbody>
<tr>
<td>e) communicate effectively with parents with regard to pupils’ achievements and well-being</td>
</tr>
</tbody>
</table>
Appendix 3 Health and Safety Guidelines

Employees have responsibilities under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 which apply to them. Employees must:

- take reasonable care of their own and others’ health and safety;
- cooperate with their employers;
- carry out activities in accordance with training and instructions; and
- inform the employer of any serious risks.

Details of the health and safety guidance for teachers can be found on the Department for Education website:
http://www.education.gov.uk/schools/adminandfinance/healthandsafety
## Appendix 4 Glossary of Terms

There are a vast number of terms and jargon associated with teaching. Below is a list of the ones that you will most commonly find.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEN</td>
<td>Additional educational need. A pupil need that is identified and it is perceived that pupils with that need require support in addition to what is provided for the rest of the class.</td>
</tr>
<tr>
<td>AOTs</td>
<td>Adults Other than Teachers. Anyone involved in working with pupils in schools who is not a teacher e.g. Teaching Assistant; parent helper, employer.</td>
</tr>
<tr>
<td>Asperger's Syndrome</td>
<td>People with Asperger's syndrome find it more difficult to read the signals that most of us take for granted. As a result they find it more difficult to communicate and relate to others.</td>
</tr>
<tr>
<td>Assessment</td>
<td>The means by which a pupil has learned is determined.</td>
</tr>
<tr>
<td>Assessment for Learning</td>
<td>Assessment for the purpose of providing feedback to the learner on their progress and offering guidance for development.</td>
</tr>
<tr>
<td>Advanced Skills Teacher (AST)</td>
<td>A teacher who has been externally assessed to be performing at an excellent level and who is contracted to work for one day in five to support newly qualified or other teachers in local schools, generally on the advice of a local authority adviser.</td>
</tr>
<tr>
<td>AT</td>
<td>Attainment Target sets out expected standards of pupils' performance at end of each key stage.</td>
</tr>
<tr>
<td>Autism</td>
<td>‘A lifelong developmental disability that affects the way a person communicates and relates to others in a meaningful way... people with autism can often have accompanying learning disabilities but everyone with the condition shares a difficulty in making sense of the world.’ Problems with social interaction, social communication and imagination.</td>
</tr>
<tr>
<td>BIP</td>
<td>The Behaviour Improvement Plan is part of the National Behaviour and Attendance Strategy. Currently around 300 secondary schools and 1200 primaries participate in the plan and they get additional resources for targeting behaviour and attendance problems. Participating schools have to commit to improve standards of behaviour, reduce truancy, secure lower levels of exclusions and ensure the availability of full-time supervised education for all pupils.</td>
</tr>
<tr>
<td>CATs</td>
<td>Cognitive Ability Tests (CATs) are a set of tests for children between 7 and 15 years old. The tests include verbal reasoning, quantitative reasoning and non-verbal reasoning and form the basis for predictors of potential future attainment in some schools together with Primary SATS records and reading levels.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>A statutory National Curriculum subject which was introduced into secondary schools from September 2000 and is compulsory for Key Stages 3 and 4. It can be taught as a discrete subject or within the context of other subjects.</td>
</tr>
<tr>
<td>Connexions</td>
<td>Connexions is a service that provides a single point of access for all 13-19 year olds to help them prepare for the transition to work and adult life.</td>
</tr>
<tr>
<td>Contextual Value Added (CVA)</td>
<td>Factors that relate to pupil progress - e.g. SEN, deprivation, etc.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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<td>---------------------------</td>
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</tr>
<tr>
<td>Curriculum</td>
<td>The whole range of learning experiences that take place within the school, planned and unplanned.</td>
</tr>
<tr>
<td>Curriculum Enrichment Activities</td>
<td>The range of activities and opportunities provided by schools for their pupils beyond the statutory curriculum requirements.</td>
</tr>
<tr>
<td>DfE</td>
<td>Department for Education; the government department responsible for developing and implementing the government’s policies for education and ensuring that all welfare needs of children are considered in line with the Every Child Matters agenda.</td>
</tr>
<tr>
<td>Differentiation</td>
<td>The process by which the curriculum is structured and made accessible so that it meets the needs of the full range of abilities and needs in a class.</td>
</tr>
<tr>
<td>Dyscalculia</td>
<td>Dyscalculia affects the ability to acquire arithmetical skills. Sufferers may have difficulty understanding simple number concepts and often have problems learning number facts and procedures.</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>A learning difficulty of which the chief manifestation is a particular difficulty with reading and spelling.</td>
</tr>
<tr>
<td>Dyspraxia</td>
<td>Dyspraxia is generally recognised as an impairment or immaturity of the organisation of movement. Associated with this may be problems of language, perception and thought.</td>
</tr>
<tr>
<td>11 Plus</td>
<td>A test that is used by a very few English local educational authorities (including Kent and Medway) to select pupils at the age of 11 for transfer to selective grammar schools or to secondary modern schools.</td>
</tr>
<tr>
<td>EAL</td>
<td>English as an additional language. All pupils for whom English is not their first language.</td>
</tr>
<tr>
<td>FFT</td>
<td>Fischer Family Trust. Another measure of pupil potential which takes account of a number of measures including the free school meals index. This is commonly used by Ofsted to measure the degree of ‘added value’- or additional progress, which the education has had on the results of each pupil at 11 and 16. Predictors will be both average and challenging, enabling schools to set targets in accordance with their confidence/ concern to raise attainment.</td>
</tr>
<tr>
<td>Form Tutor</td>
<td>A teacher who has pastoral responsibility for a group of pupils, responsibilities include basic administration, taking the register, following up absence, maintenance of up-to-date records, first point of contact with parents and carers, overall progress of the pupils across the whole curriculum, collation of reporting to parents, pupil well-being, etc.</td>
</tr>
<tr>
<td>Higher Level Teaching Assistant (HLTA)</td>
<td>A teaching assistant who has gained additional qualifications so that they are able to take classes in a specified subject on their own to supervise and develop learning following a briefing with the head of department. Training courses are funded by DfE in mathematics and science to raise standards of learning amongst targeted groups. They will also act as cover supervisors temporarily in their specialist area.</td>
</tr>
<tr>
<td>Inclusion</td>
<td>The principle and current policy to ensure that the needs of all pupils are met within the context of mainstream schools; inclusion includes AEN, gender, ethnicity, any form of disability, the gifted and talented, etc.</td>
</tr>
<tr>
<td><strong>Key Stage (now referred to as phase in national documentation)</strong></td>
<td>The period of time between statutory reporting of pupils’ attainment against National Curriculum Levels of Attainment: Key Stage 1 ages 5-7, Key Stage 2 ages 7-11; Key Stage 3 ages 11-14, Key Stage 4 ages 14-16.</td>
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<tr>
<td><strong>Key Stage 3 Strategy</strong></td>
<td>An initiative from the Department for Education and Skills to reduce the dip in learning in year 8. It was introduced following the success of the National Literacy Strategy (NLS) and National Numeracy Strategy (NNS) introduced into primary schools in the late 1990s to raise standards of literacy and numeracy in primary-aged pupils. This strategy has now influenced the whole school curriculum, encouraging greater cooperation on project-based learning.</td>
</tr>
<tr>
<td><strong>League Table</strong></td>
<td>Term used to refer to the statistics of pupils’ performance in GCSE and other qualifications published annually LA by LA, enabling comparisons to be made between schools.</td>
</tr>
<tr>
<td><strong>Learning Mentor</strong></td>
<td>A non-teacher who regularly supports specific pupils to encourage them to study and to make more progress in school. Often this extra attention is very successful, particularly with shy pupils or pupils who have limited self-esteem (often boys) and have elected to play down their abilities and truant rather than face the fear of failure.</td>
</tr>
<tr>
<td><strong>Mentor</strong></td>
<td>In the context of initial teacher training, the person who guides participants in their teaching and who has part responsibility for assessment. Learning mentors are becoming more widespread in secondary schools. Their role is to guide pupils who may be at risk of exclusion or underachievement.</td>
</tr>
<tr>
<td><strong>National Curriculum</strong></td>
<td>The framework for the curriculum for pupils from 5 to 16, partly statutory and partly non-statutory, specifying which subjects should be taught, the programmes of study for each Key Stage and levels of attainment that are the benchmarks for assessment at the end of Key Stages 1-3.</td>
</tr>
<tr>
<td><strong>Statutory National Curriculum</strong></td>
<td>Those parts of the National Curriculum that are requirements of the Education Reform Act 1988 or subsequent legislation.</td>
</tr>
<tr>
<td><strong>Non-statutory National Curriculum</strong></td>
<td>Those parts of the National Curriculum that are guidance and do not have the force of law.</td>
</tr>
<tr>
<td><strong>NQT</strong></td>
<td>Newly Qualified Teacher; the first year of teaching after qualification, the induction year.</td>
</tr>
<tr>
<td><strong>Ofsted</strong></td>
<td>Office for Standards in Education. Appointed by the government to inspect schools and other educational establishments regularly against a framework.</td>
</tr>
<tr>
<td><strong>PPA (Planning, Preparation, Administration) time</strong></td>
<td>From September 2005 all teachers are entitled to 10% release from teaching for planning, preparation and administration, under the Workforce remodelling agreement (see HLTA above).</td>
</tr>
<tr>
<td><strong>PHSE</strong></td>
<td>Personal, health and social education. A National Curriculum subject that can be taught either as a discrete subject or within the context of other school subjects. It is often taught by form tutors.</td>
</tr>
<tr>
<td><strong>SMSC</strong></td>
<td>Spiritual, moral, social and cultural development - a non-statutory aspect of the National Curriculum that can be taught within the context of all subjects in the National Curriculum.</td>
</tr>
</tbody>
</table>
### Teaching Assistant
Unqualified support for teachers in the classroom, often deployed to support pupils with AEN. Also called Learning Support Assistant (LSA) or Classroom Assistant. Higher Level Teaching Assistants (HLTA) have been assessed against national standards for HLTAs and may be deployed by a school to teach some lessons under the teacher’s direction, or to take responsibility for other administrative duties.

### Types of School

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehensive school</td>
<td>A secondary school, often a neighbourhood school that is attended by pupils across the full range of ability.</td>
</tr>
<tr>
<td>denominational school</td>
<td>Schools where a religious denomination has a role in the governing, running and funding of the school.</td>
</tr>
<tr>
<td>free school</td>
<td>Schools that are bound by the same legal requirements as academies, but setup by local communities or individuals.</td>
</tr>
<tr>
<td>grammar school</td>
<td>A selective secondary school attended by pupils who passed the 11+ examination taken in the last year of primary school.</td>
</tr>
<tr>
<td>independent school</td>
<td>A school that is not funded through local and national taxation, but usually through the payment of fees by parents or carers or by a sponsor, e.g. a church, charity, the Forces, etc. Public schools are independent schools. Independent schools often have entry requirements. Many are boarding schools.</td>
</tr>
<tr>
<td>maintained school</td>
<td>A school funded from national and local taxation.</td>
</tr>
<tr>
<td>primary school</td>
<td>A school taking pupils across the 5-11 age range. (Infant Year R-2) (Junior Year 3-6).</td>
</tr>
<tr>
<td>secondary school</td>
<td>A school attended by pupils from age 11 (Year 7) until age 16 (Year 11) or 18 (Year 13).</td>
</tr>
<tr>
<td>secondary modern school (high school)</td>
<td>A non-selective secondary school for pupils who fail the 11+ examination.</td>
</tr>
<tr>
<td>Academy</td>
<td>Operates as an independent school, receiving funding direct from the government.</td>
</tr>
<tr>
<td>Vocational Qualification</td>
<td>Vocational A-Levels were introduced as part of the Curriculum 2000 reforms and were designed to give 16-18 year olds more flexibility in the qualifications open to them. Vocational A-Levels, AS-Levels and GNVQs are designed to prepare pupils in jobs such as business, construction, engineering, health and social care. They can be taken as part of a package with other qualifications and come in three levels, foundation, intermediate and advanced.</td>
</tr>
<tr>
<td>Workload Agreement</td>
<td>The national agreement which restricts the tasks which a teacher may be expected to undertake in order to protect time for marking and preparation and to sustain their life/work balance. A result of the agreement has been the appointment of more unqualified cover supervisor managers in schools.</td>
</tr>
</tbody>
</table>