Phase 3 Preliminary Days – 28th – 29th April

The following guidance is to ensure that trainees and Teacher Mentors make a smooth transition into the placement and ensure that trainees know and understand the school policies and procedures whilst also building positive and professional relationships with the school staff and children.

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| **Trainee** | **Teacher Mentor** |
| **Provide your Teacher Mentor with:**  - a copy of your End of Phase 2 CARD including responses to areas for development  **Read key polices and documents:**   * Safeguarding, Health and Safety and Critical Incidents Arrangements (e.g. fire procedures) * School policies:   + - Behaviour Management   + - E-safety   + - Teaching and Learning   + - Inclusion (racial equality, diversity)   + - Any other polices you are provided with     **Familiarise yourself with the school:**   * Learn to navigate your way around the school * Find out where shared resources are stored and the procedure to use these * Begin to learn the names and responsibilities of staff in the school * Find out how to use the photocopier and computer   **Familiarise yourself with your placement classroom:**   * Draw a plan which notes seating arrangements for lessons (this may differ per subject) * Find out where the resources available in the classroom to support teaching in each subject are stored. * Find out how children access and use classroom resources   **Gather information on:**   * School and class timetables * Dates for any outings or visits that will happen during the placement * Procedures for receiving children in the morning and releasing at the end of the day * Procedures for registration, playtimes, lunchtime and snacks * Class information (including needs of individual children and groupings) * Class routines and behaviour management strategies * Phonics approach/programme used by the school * Medium term planning for the placement and which aspects of this you will be teaching. Familiarise yourself with any resources you may need     **Become familiar with the children in the class:**   * Learn the children’s names * Support children with their learning as directed by your Teacher Mentor * Take time to talk and listen to the children – playtimes and lunchtimes are great opportunities     **Conduct Observations:**   * Class routines * Behaviour Management * Role of other adults * Assessment for learning techniques * Modelling and scaffolding learning * **You need at least five observations of your Teacher Mentor during the preliminary days**       **Ensure the induction survey is completed** | **Provide the trainee with:**   * school and class timetables * dates for any outings or visits that will happen during the placement * medium term plans for the summer term and which part of this the trainee will be teaching * procedures for receiving children in the morning and releasing at the end of the day * procedures for registration, playtimes, lunchtime and snacks * class information (including needs of individual children and groupings) * information about class routines and behaviour management strategies * staff list with responsibilities     **Support the trainee with:**   * finding their way around the school * location of key areas e.g. staffroom, toilets * how to use the photocopier and computers * where resources are stored in the school and classroom * introduction to staff including Head Teacher(s)   **Model:**   * behaviour management strategies * teaching and learning strategies * the planning process used by the school   **Provide opportunities:**   * to discuss trainee’s observations of teaching * to discuss the rationale for the curriculum in the school * for trainee to support small groups of children with direction     **Ensure the induction survey is completed** |