With an emphasis on developing a reflective, resilient approach that will ensure both effective teaching and teacher well-being, *Surviving and Thriving in the Secondary School* covers key issues that may be encountered in the day-to-day practice of teaching in the secondary school. With evidence-based practice at the forefront, this volume allows new teachers to avoid common pitfalls of teaching and it will help provide a new-found confidence within the classroom.

Including a wide range of tasks that will help guide and demonstrate successful practice, this book covers topics and concerns such as:

- Building relationships within teaching
- Managing and responding to change
- Becoming an inclusive educator
- Working to improve classroom climate and pupil behaviour
- Assessment, homework and marking
- Inclusion of digital technologies and ICT
- Looking after yourself and your professional development

*Surviving and Thriving in the Secondary School* can be utilised to help support and provide ideas on specific areas of concern, or it can be read as a continuing professional development (CPD) companion, allowing practice to be developed and refined. Written by experts in the field, this volume provides support for all newly qualified teachers and is an essential resource for the first year of teaching and beyond.

**Susan Capel** is Emeritus Professor (Physical Education) at Brunel University, UK.

**Julia Lawrence** is Senior Lecturer at the University of Hull, UK.

**Marilyn Leask** is Chief Editor of the MESH Guides initiative and visiting professor at the University of Winchester and De Montfort University, UK.

**Sarah Younie** is Professor of Education Innovation at De Montfort University, UK, and Co-Chair of the Education Futures Collaboration charity.
LEARNING TO TEACH SUBJECTS IN THE SECONDARY SCHOOL SERIES
Series Editors: Susan Capel and Marilyn Leask

Designed for all student teachers learning to teach in secondary schools, including those on school-based initial teacher education programmes, the books in this series complement Learning to Teach in the Secondary School and its companions, Starting to Teach in the Secondary School and this book, Surviving and Thriving in the Secondary School. Each book in the series applies underpinning theory and evidence to address practical issues to support student teachers in school and in higher education institutions in learning how to teach a particular subject.

Learning to Teach Art and Design in the Secondary School, 3rd Edition
Edited by Nicholas Addison and Lesley Burgess

Learning to Teach Citizenship in the Secondary School, 3rd Edition
Edited by Liam Gearon

Learning to Teach Design and Technology in the Secondary School, 3rd Edition
Edited by Gwyneth Owen-Jackson

Learning to Teach English in the Secondary School, 5th Edition
Edited by Jon Davison and Caroline Daly

Learning to Teach Foreign Languages in the Secondary School, 4th Edition
Norbert Pachler, Michael Evans, Ana Redondo and Linda Fisher

Learning to Teach Geography in the Secondary School, 3rd Edition
Mary Biddulph, David Lambert and David Balderstone

Learning to Teach History in the Secondary School, 4th Edition
Edited by Terry Haydn, Alison Stephen, James Arthur and Martin Hunt

Learning to Teach ICT in the Secondary School, 3rd Edition
Edited by Marilyn Leask and Norbert Pachler

Learning to Teach Mathematics in the Secondary School, 4th Edition
Edited by Sue Johnston-Wilder, David Pimm and Clare Lee

Learning to Teach Music in the Secondary School, 3rd Edition
Edited by Carolyn Cooke, Keith Evans, Chris Philpott and Gary Spruce

Learning to Teach Physical Education in the Secondary School, 4th Edition
Edited by Susan Capel and Margaret Whitehead

Learning to Teach Religious Education in the Secondary School, 3rd Edition
Edited by L. Philip Barnes

Learning to Teach Science in the Secondary School, 4th Edition
Edited by Rob Toplis

Learning to Teach in the Secondary School, 8th Edition
Edited by Susan Capel, Marilyn Leask and Sarah Younie

Surviving and Thriving in the Secondary School
The NQT's Essential Companion
Edited by Susan Capel, Julia Lawrence, Marilyn Leask and Sarah Younie
List of illustrations ix
List of tasks xi
List of contributors xiv

Introduction 1

- Meeting the requirements for newly qualified teacher status
- Transitioning to beginning teacher
- How to use this book
- Continuing professional development (CPD)
- Terminology used in this book
- And finally

1 Beyond your initial teacher education: Staying in teaching 6
KATE REYNOLDS

- The culture and context of your school and learners
- Building relationships
- Building time for yourself - meetings, workload and stress
- A word about social media and professional associations
- Inspection, inspection, inspection

2 Managing constant change 13
LIZANA OBERHOLZER

- Why change and what changes to expect in the education landscape
- Managing and responding to change
- Strategies to consider when faced with change

3 Mentoring and being mentored 25
TREVOR WRIGHT

- Some mentoring challenges
- Competence, apprenticeship and reflection
- The mentoring relationship
- Focusing observation and balancing feedback
- The off-line coach

4 Thriving in your subject department 36
STEVEN PUTTICK AND NICK GEE

- What makes a subject department?
- Organisational types
- Departmental cultures
5 Working with teaching assistants and other adults in the classroom to support subject teaching 46
FIONA HALL AND MAXINE POUNTNEY
- Support staff - defining their role
- Qualifications, training and experience of TAs
- Deployment, preparedness and practice
- Classroom leadership and relationships with other adults

6 Role of the form tutor 58
ALEXANDRA TITCHMARSH
- Grouping pupils for pastoral care
- The role of a form tutor
- What does a form tutor do?
- Preparation and organisation for, and running of, your form time
- Attributes and skills of a good form tutor

7 Every teacher is a teacher of English 69
PAUL GARDNER
- Text types in your subject
- English to be expected of learners at Key Stage 2
- Describing language
- The importance of oral language
- Reading
- Writing

8 Every learner counts: Learning mathematics across the curriculum 89
JENNIE GOLDING, ROSALYN HYDE AND ALISON CLARK-WILSON
- The nature of mathematics
- The curriculum in mathematics
- Conceptions and misconceptions in mathematics
- Progression in learning mathematics
- Representing mathematics
- Concrete - visual - abstract pedagogy
- Appropriate and meaningful use of digital technologies
- Language for learning mathematics

9 Personal, Social, Health and Economic (PSHE) education 101
NATASHA BYE-BROOKS
- What is PSHE education and why is it important?
- What does the programme of study look like for PSHE education?
- PSHE education’s contribution to the wider curriculum aims of creating successful learners, confident individuals and responsible citizens
- Who is responsible for PSHE education?
- How is PSHE education organised and delivered in secondary schools?
- The whole-school approach to PSHE education
- What are the pedagogical principles that underpin effective practice in PSHE education?
- PSHE education - flexible approach within a planned framework
- Transferable skills and concepts

10 Becoming an inclusive educator: Developing your practice as a mainstream teacher of pupils with special educational needs and disabilities (SEND) 121
MARK PULSFORD AND SANA RIZVI
- Building your knowledge base
- The development of ‘SEND’ in the UK
- Definitions and areas of SEND
- The four areas of SEND
- The models of disability
- Understanding self and others
- Developing a community of inclusive practice
11 Working to improve classroom climate and pupil behaviour  
TERRY HAYDN  
- Context  - Complexity  - Complex and sophisticated skills  - What are the characteristics of teachers who develop to excellence in the management of pupils’ behaviour?  

12 Understanding learners’ primary experiences and transition  
BRIAN MATTHEWS AND LYN MATTHEWS  
- The fundamentals of primary education  - Primary schools and transition  - Teaching Year 7s (11–12-year-olds) in secondary school  

13 Learning beyond the classroom  
MARK CHIDLER AND ELIZABETH PLUMMER  
- What is learning beyond the classroom (LBtC)?  - LBtC and the curriculum  - LBtC and developing everyday classroom practice  - Museums as an example of an LBtC resource for teaching and learning  - Planning for LBtC  - Professional development  

14 Improving pupil progress through quality questioning and talk  
NIKKI BOOTH  
- Using formative assessment to enhance the quality of teacher-learner talk  - Taxonomies for higher-level thinking and talking: Bloom's and SOLO  - Enhancing the quality of learner-learner talk  

15 Assessment, marking and homework  
HELEN CASSADY AND BARRY HARWOOD  
- Accountability measures, curriculum design and their impact on assessment  - Marking  - Homework  

16 Making the curriculum your own  
CHRIS SHELTON AND JULIA O’KELLY  
- Understanding the school curriculum  - How a subject curriculum is made  - Designing the curriculum  - The curriculum and your professional autonomy  - Moving forward  

17 Digital technologies: Pedagogies and classroom practice  
ANDREW CSIZMADIA AND JON AUDAIN  
- Digital technologies  - Digital pedagogies  - Digital tools and techniques to support teaching and learning  - Professional learning  - Digital wisdom  

18 Leadership and management  
RACHEL PECKOVER  
- School structures  - Types of leadership  - Preparing for leadership - first steps  - Competencies required of a successful leader  - Leadership development
19 Researching your teaching 244
EIRA WYN PATTERSON
- Developing your research design
- Developing researchable questions: operationalisation
- Starting with the literature: doing your literature review
- Understanding research methodology
- Research methods and research tools
- Considering ethics in your research
- An introduction to analysing qualitative data
- Examples of small-scale research study designs

20 Looking after yourself and your professional development 261
DEREK BOYLE
- Surviving
- Well-being and the mentoring relationship
- Self-realisation to actualisation
- Support networks
- Recognising your own indicators
- Who is in your support network?
- Making time for you and developing coping strategies
- The changing relationship with your mentor - mentoring moving to coaching
- Looking ahead - what sort of teacher do you want to be?
- Building long-term networks
- Onwards and upwards

Appendix 1: Glossary of terms 275

Appendix 2: Subject associations and teaching councils 287

Appendix 3: Useful websites 290

References 298
Author index 319
Subject index 326
ILLUSTRATIONS

Figures

7.1 Five dimensions of the word 77
8.1 Graph and table for \( y = 2x + 3 \) 95
8.2 Using bar modelling to find 60% of £50 96
14.1 A comparison of Bloom's Taxonomies 178
14.2 SOLO-based symbols and terminology 179
15.1 Progress 8 measures 191
15.2 Principles of in-school formative assessment 195
15.3 Principles of in-school summative assessment 196
15.4 Relationship between in-class learning and home learning 198
17.1 Adapted technology adoption model 216
17.2 Overview of TET-SAT 216
17.3 Overview and summary of UNESCO's ICT competency framework for teachers 219
17.4 Dynamics of the flipped classroom 222
17.5 Wordle from Dr Martin Luther King's 1963 speech 'I have a dream' 226
18.1 Primary and secondary leadership structures 234

Tables

4.1 Department typologies 38
4.2 Issues associated with a lack of psychological safety 42
7.1 Literacy in the National Curriculum at Key Stage 2 72
7.2 Text types across the curriculum 75
9.1 Key considerations around the phases in relation to planning for their inclusion 115
9.2 Some examples of specific active learning strategies for the teaching of PSHE 115
10.1 Examples of standards of practice in SEND for teachers in England and Scotland 125
10.2 Pedagogies for pupils with language impairments 127
10.3 Pedagogies for pupils with Dyslexia 127
10.4 Pedagogies for pupils on the Autistic Spectrum 128
10.5 Pedagogies for pupils with Attention Deficit Hyperactivity Disorder (ADHD) 129
10.6 The 'medical model' and the 'social model' for understanding SEND 132
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Non-subject-specific teaching objectives</td>
<td>146</td>
</tr>
<tr>
<td>13.1</td>
<td>Audit of learning opportunities for your subject</td>
<td>165</td>
</tr>
<tr>
<td>13.2</td>
<td>Opportunities for LBtC in a scheme of work</td>
<td>167</td>
</tr>
<tr>
<td>13.3</td>
<td>Examples of apps for use in your subject area</td>
<td>168</td>
</tr>
<tr>
<td>13.4</td>
<td>Commonly used resources and places for LBtC in your subject</td>
<td>169</td>
</tr>
<tr>
<td>14.1</td>
<td>Examples of SOLO-based, pre-planned question stems in music</td>
<td>181</td>
</tr>
<tr>
<td>14.2</td>
<td>Example of a learner’s response progressing from unistructural to</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>multistructural</td>
<td></td>
</tr>
<tr>
<td>14.3</td>
<td>Example of a learner's response progressing from multistructural to</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>relational</td>
<td></td>
</tr>
<tr>
<td>14.4</td>
<td>Example of a learner’s response progressing from relational to</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>extended abstract</td>
<td></td>
</tr>
<tr>
<td>15.1</td>
<td>Recommendations of the Independent Teacher Workload Review Group</td>
<td>194</td>
</tr>
<tr>
<td>15.2</td>
<td>Questions to ask yourself when marking</td>
<td>197</td>
</tr>
<tr>
<td>15.3</td>
<td>Homework planner using Bloom’s Taxonomy</td>
<td>198</td>
</tr>
<tr>
<td>16.1</td>
<td>Types of curriculum</td>
<td>204</td>
</tr>
<tr>
<td>17.1</td>
<td>A to Z of digital techniques for performing arts</td>
<td>215</td>
</tr>
<tr>
<td>17.2</td>
<td>SAMR Model</td>
<td>218</td>
</tr>
<tr>
<td>17.3</td>
<td>Educators’ pedagogic competences</td>
<td>219</td>
</tr>
<tr>
<td>17.4</td>
<td>Functionality of an LMS allocated to different user types</td>
<td>221</td>
</tr>
<tr>
<td>17.5</td>
<td>Advantages and disadvantages of flipped learning</td>
<td>223</td>
</tr>
<tr>
<td>17.6</td>
<td>Twelve ideas for teaching with QR codes</td>
<td>224</td>
</tr>
<tr>
<td>17.7</td>
<td>GTCS professional guidance on use of electronic communications and</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>social media</td>
<td></td>
</tr>
<tr>
<td>18.1</td>
<td>A brief description of roles within schools</td>
<td>235</td>
</tr>
<tr>
<td>18.2</td>
<td>A summary of Goleman’s (2000) six types of leadership</td>
<td>237</td>
</tr>
<tr>
<td>19.1</td>
<td>Factors that may impact on learning during cooperative group activities within Key Stages 3 or 4</td>
<td>245</td>
</tr>
<tr>
<td>19.2</td>
<td>Example research questions and research design overviews from</td>
<td>256</td>
</tr>
<tr>
<td></td>
<td>small-scale research studies</td>
<td></td>
</tr>
</tbody>
</table>
1.1 Understanding the school context 7
1.2 Gathering information about your classes 8
2.1 Reflection of current changes in education 15
2.2 Whole school policies and their impact on you as a teacher 16
2.3 Reflecting on others’ teaching 18
2.4 Managing change 20
2.5 Evaluating your response to change 21
2.6 Reflecting on change 23
3.1 Checking objectives in your CEDP 26
3.2 Your mentor’s views of competency, apprenticeship and reflection, and their approaches to mentoring 27
3.3 Targets for development 28
3.4 Reflecting on inputs into your development 31
3.5 Establishing a protocol for feedback on your lessons with your mentor 33
4.1 School subject departments 37
4.2 Departmental classifications 39
4.3 Developing psychological safety 42
4.4 Analysing departmental discourse 43
5.1 How well do you know your support staff? 48
5.2 Reflecting on your practice in working with a TA 52
5.3 Increasing learner independence 53
5.4 Effective working 54
5.5 How confident are you in working with your TA? 55
6.1 Pastoral groupings in your school 60
6.2 Roles of a form tutor in your school 61
6.3 Meeting parent(s)/guardian(s) 63
6.4 Safeguarding procedures in your school 65
6.5 Attributes and skills of a good form tutor 67
7.1 What are the typical text types in your subject? 70
7.2 Survey the linguistic resources of your learners 74
7.3 Using the five dimensions of the word, plan the development of subject-specific vocabulary 79
7.4 Common words with different meanings in your subject 81
7.5 Organising talk for learning 82
7.6 What types of readers do learners need to be in your subject? 84
M 7.7 Planning language and learning in your subject  
8.1 Identifying the mathematics required in your subject  
8.2 Analysing the mathematics in learners’ subject work  
9.1 My current understanding of PSHE education  
M 9.2 What does health mean to you?  
9.3 Reflect on how PSHE education is organised and delivered in your school  
9.4 Planning for PSHE education  
9.5 Crunch moment  
10.1 Review your current knowledge and identify in-school support  
10.2 Plan support for one or more of your pupils  
M 10.3 Using the ‘triad of understanding’  
11.1 Getting the class quiet  
11.2 Establishing ‘ground rules’  
11.3 Welcoming pupils into the room at the door of the classroom  
11.4 Developing skills in ‘teacher-talk’ and the use of the pause  
11.5 ‘Keeping going’  
12.1 What was included in your pupils’ primary curriculum?  
12.2 Learning about your pupils’ individual needs and experiences  
12.3 Planning lessons to provide continuity of experience for learners  
M 12.4 Ability is not static! Establishing ‘growth mindsets’  
12.5 Learners’ induction programme  
12.6 Monitoring and supporting transition  
12.7 Learner anxiety and building resilience  
13.1 Your experiences of LBtC  
13.2 Audit current LBtC in your specialist subject in your school and identify other opportunities  
M 13.3 Reflecting on your subject within the context of LBtC  
13.4 Identifying LBtC in a scheme of work  
13.5 Apps you could use to support LBtC in your subject  
M 13.6 Claxton’s four R’s  
13.7 Extended learning opportunities  
13.8 Identifying museums for your subject area  
13.9 Claxton’s four R’s and museums  
M 13.10 Analysis of LBtC across the school  
14.1 Reflecting on classroom talk  
14.2 SOLO-based questioning  
M 14.3 Analysing the quality of learner-learner talk  
15.1 Getting to know assessment in your subject  
15.2 Questions to ask yourself in relation to Progress 8 and Attainment 8  
15.3 Understanding the marking scheme for the GCSE in your subject  
15.4 Managing your workload  
15.5 Reflecting on marking  
15.6 Reflecting on your homework practice  
16.1 Your aims  
16.2 Comparing curricula  
16.3 Teacher expertise and knowledge  
16.4 Analysing the subject curriculum  
M 16.5 Professionalism, curriculum and pedagogy  
17.1 Assessing your own digital competences  
17.2 Investigating digital pedagogies  
M 17.3 Tools, techniques and tactics  
17.4 Professional learning
17.5 What is your digital footprint? 231
18.1 Identifying your strengths and areas of interest 236
18.2 Identifying leadership styles 236
18.3 Developing communication skills 239
18.4 Delegating 241
18.5 Developing your career plan 242
19.1 Developing a research focus within a structured context 246
19.2 Identifying a focus for your own research 246
19.3 Creating your research design: operationalising your research focus 247
19.4 Finding literature to inform your research 248
19.5 Developing your research design 255
20.1 Your weekly commitments 264
20.2 Identifying external pressures and your body’s responses 265
20.3 Identifying support mechanisms 266
20.4 Your external signs that you are not managing workload or pressure 266
20.5 What characteristics would you like people to see in you? 269
20.6 Identifying membership benefits of your subject association 269
20.7 Considering career pathways 272
Jon Audain is Senior Lecturer in Music and Computing based at the Institute of Education, University of Winchester. He has published in the field of knowledge mobilisation and educational technology and has worked in education for the last 20 years. He is Director of Communications for the MESHGuides initiative, an Apple Distinguished Educator as well as Chair of the Technology, Pedagogy and Education Association.

Nikki Booth is Advisor for Assessment Research and Development at Wolgarston High School, Staffordshire, and PhD researcher at Birmingham City University.

Derek Boyle is the SCITT Director at Bromley Schools’ Collegiate, and Fellow of the Chartered College of Teaching.

Natasha Bye-Brooks is Senior Lecturer in Childhood, Youth and Community Studies at the University of Winchester.

Susan Capel is Emeritus Professor (Physical Education) at Brunel University, London.

Helen Cassady is Principal at Cottenham Village College, Cambridgeshire.

Mark Chidler is Senior Lecturer in Geography at Newman University, Birmingham.

Alison Clark-Wilson is Principal Research Lead for the ERDF-funded EDUCATE Project at the UCL Knowledge Lab, UCL Institute of Education (www.educate/london).

Andrew Csizmadia is Senior Lecturer in Computer Science Education at Newman University, Birmingham and Academic Lead for the BCS Certificate in Computer Science Teaching.

Paul Gardner is Senior Lecturer in English/Literacy in the School of Education at Curtin University, Western Australia. He previously worked in the UK and is the UK Literacy Association's Ambassador for Australia.

Jennie Golding is Associate Professor in Mathematics Education at University College London.
Fiona Hall is Senior Lecturer and Award Leader for Education Studies at Staffordshire University and an HLTA Assessor for HLTA North; her research interests relate to the work of teaching assistants.

Barry Harwood is Initial Teacher Education Manager at the University of Winchester.

Terry Haydn is Professor of Education at the School of Education and Lifelong Learning at the University of East Anglia, UK.

Rosalyn Hyde is Principal Teaching Fellow in mathematics education and PGCE mathematics lead at the University of Southampton.

Julia Lawrence is Senior Lecturer at the University of Hull.

Marilyn Leask is visiting Professor of Education at De Montfort and Winchester universities UK, co-chair of the MESHGuide research summaries initiative, and board member of the Council for Subject Associations and the Technology and Pedagogy in Education association.

Brian Matthews ran the PGCE at Goldsmiths, is now part-time at Kings College London and Chair of Fabian Education Policy Group.

Lyn Matthews works as a Primary Consultant with a focus on teaching and learning, coaching and family learning.

Lizana Oberholzer is Senior Lecturer and Programme Lead for the Masters in Leadership in Education, PGCE in Education (Non-QTS) and Postgraduate Teaching Apprenticeships at the University of East London, NASBTT and BAMEed Trustee.

Julia O’Kelly was Head of Secondary PGCE at the University of Chichester for 13 years. She is now retired and is continuing her EdD research into Initial Teacher Education.

Eira Wyn Patterson is Senior Lecturer in Education and Programme Lead for the Masters in Education at the University of Winchester.

Rachel Peckover is Deputy Headteacher at Burbage Junior School and Doctoral Researcher at De Montfort University.

Elizabeth Plummer is Senior Lecturer in Secondary ITE(PE) and Lecturer in Sport and Health at Newman University Birmingham.

Maxine Pountney is Senior and Assessor with HLTA North, one of four Regional Providers of HTLA Assessment, and is former Programme Lead for the HLTA Award based in Sheffield.

Mark Pulsford is a former Primary School Teacher and now Senior Teaching Fellow in the Centre for Education Studies at the University of Warwick.

Steven Puttick is Head of Programmes (Secondary, FE, Research Education) at Bishop Grosseteste University, Lincoln.
Kate Reynolds is Executive Dean and Professor of Education Policy at Bath Spa Institute for Education and Chair of Wellsway multi-academy trust.

Sana Rizvi is Lecturer in Graduate School of Education at University of Exeter.

Chris Shelton is Head of Education at the University of Chichester.

Alexandra Titchmarsh teaches Geography and is Associate Assistant Head (pastoral), including safeguarding at a secondary school in West London.

Trevor Wright was Senior Fellow of the University of Worcester where he led on literacy and English education as well as developing workshops on advanced mentor training, which he presents for ITE providers. He is author and editor of How to be a Brilliant Mentor, How to be a Brilliant Teacher, How to be a Brilliant Trainee Teacher and How to be a Brilliant English Teacher.

Sarah Younie is Professor of Education Innovation at De Montfort University, Co-chair of the Education Futures Collaboration charity and is the Editor-in-Chief of Technology, Pedagogy & Education journal.
The aim of this book is to support you to not only survive, but thrive within your classroom, your tutor time and the school more generally, and to contribute to enhancing pupils’ learning, the school and education. The content has been developed to reflect information that you may need during the early period of your teaching career as you develop your effectiveness as a teacher. The contributions in this book come from teacher educators and practitioners with a wide range of experience and research-based knowledge.

Having successfully completed your initial teacher education (ITE), you have developed the knowledge, skills and understanding needed to meet the standards to achieve qualified teacher status (QTS). Although you have qualified, the learning does not stop. Now, you are learning to use these skills across a range of new contexts, embedding and developing further those skills you learnt during your ITE. You are also developing new knowledge, skills and understanding - indeed, this is a career-long process.

In many ways qualifying as a teacher is similar to learning to drive. You learn to pass the test and once you have that certificate/licence you look to apply those skills in actually driving alone and having an increased level of responsibility and accountability. As in driving, when you enter the classroom as a qualified teacher, the support networks you might have experienced in ITE diminish. No one is there on a day-to-day basis to put on the brakes or take over the steering of the lesson - although you have support from a mentor and other staff. During your first year of teaching you are working as hard if not harder than you did during your ITE programme. Understanding how these changes might impact on your work/life balance is therefore important.

Teaching is a complex activity and is both an art and a science. An effective teacher is one who can integrate theory with practice, use evidence to underpin their professional judgement and use structured reflection to improve practice. They are comfortable in the presence of young people and are interested in them as individuals as well as learners. An effective teacher motivates and encourages pupils by planning interesting lessons, and links their teaching to the life experiences of pupils and the world around them. Part of being effective is to respect your pupils and in turn earn their respect, not only through the skills mentioned, but by maintaining firm but fair discipline so that your classroom is one where all expect to learn.
However, there is no one correct way of teaching, no one specific set of skills, techniques and procedures that you must master and apply mechanically. This is, in part, because your pupils are all different and each day brings a new context in which they operate. Also, every teacher is an individual and brings something of their own unique personality to the job and their interactions with pupils. You will however come across quite different approaches to teaching. Although you may come across some school networks where formulaic teaching is required – teachers are given an approach, which all follow: other schools allow more flexibility.

**Meeting the requirements for newly qualified teacher status**

In the UK, each country has specific requirements that you need to meet for your first year of teaching and what support you can expect in the first, and early, years. Although you should be assigned a member of staff within your school as an induction mentor to support you during the transition from student teacher to beginning teacher, it is also helpful to seek support and guidance from other colleagues. These might be colleagues in your department or faculty or other beginning teachers within your school, local authority or network/Multi Academy Trust. Within your induction period, specialist training should be provided for you to ensure that you have the capacity to complete the specific requirements of your induction in relation to evidencing progress against professional standards or competencies. Whilst this provides you with new networking opportunities, try to maintain your existing professional networks, be they, for example, fellow teachers with whom you went through your ITE programme, or the individuals/organisations that supported you during your ITE.

Be proactive in seeking advice and guidance, and most importantly don’t be afraid to talk about your challenges. Remember you are still learning and continue to do so throughout your teaching career.

**Transitioning to beginning teacher**

The transition from ITE to starting your first post can be challenging, as you have greater levels of responsibility. You need to get to know not only your pupils, but the wider staff (anyone who contributes to the effective running of the school) and processes. Consider also how relationships might change if you are working in the same school or organisation in which you undertook your ITE - you are no longer a student teacher, so the support you may have been used to is unlikely to still be there.

There is no doubt that the first/early years of teaching are demanding of your time and on you personally as you learn how to manage and motivate adolescents and as you become used to expectations, processes and ways of working that are new to you. But the job does become easier. To return to our analogy of learning to drive a car, where each skill becomes almost habitual, in time many of the ways of managing classrooms and enhancing pupils learning become second nature to you. For example, managing the flow of the lesson becomes instinctive: from setting out the learning goals to the plenary
of each lesson where you or the pupils summarise the learning, the work to be done before the next lesson and recap on the longer-term learning outcomes for the pupils in the specific area being taught. However, although it becomes second nature, it should not become routine; you need to continually try to improve in order to enhance pupils’ learning - and your enjoyment of being a teacher.

How to use this book

During your ITE you were exposed to a range of knowledge required of a teacher. Indeed, you might have used Learning to Teach in the Secondary School: A Companion to School Experience (edited by Capel, Leask and Younie, 2019). Contents included in this text have been selected as those which are particularly relevant to you in your early career. Each chapter within this book is designed to extend the core knowledge covered in ITE and to be read as a stand-alone piece. Where appropriate, links are made to other chapters within this book, to the other texts in the series mentioned below and to additional readings and resources that might support the development of your knowledge.

Whilst there are no discrete sections to the book, the first chapters focus on your transition into the classroom, looking at how aspects might change now that you are teaching full time, and offering support as to how you might manage these changes. Consideration is given to how the way you are mentored might change along with developing your understanding of working in a department and with a wider range of staff supporting learning.

We have also included chapters to encourage you to think about your wider role in supporting the needs of all pupils, with a particular focus on the role of the form tutor as well as your responsibilities in developing pupils’ literacy; numeracy; personal, social and health education; and in responding to special education needs and disabilities.

You need to continue to develop your knowledge skills and understanding in relation to teachers’ standards and competencies. We have therefore included chapters that focus on developing your skillset in the management of behaviour, transitions, learning environments, as well as assessment and progress.

However, we also acknowledge the stress that teaching can bring, and the final chapters of the book seek to support you in relation to the management of your own workload as well as looking at opportunities for further professional development as you progress within the profession.

This book extends knowledge in the generic, companion text which is designed for student teachers Learning to Teach in the Secondary School: A Companion to School Experience (edited by Capel, Leask and Younie, 2019). This book and the generic text are backed up by subject-specific texts in two series (Learning to Teach (subject) in the Secondary School and A Practical Guide to Teaching (subject) in the Secondary School) (series edited by Capel and Leask) and by Readings for Learning to Teach in the Secondary School: A Companion to M Level Study (Capel, Leask and Turner, 2010). This latter text provides extension reading around key areas of professional knowledge underpinning teaching. These books are also supported by Debates in (subject) (series edited by Capel). In addition, the MESHGuides (Mapping Education Specialist knowHow) research and
evidence summaries (www.meshguides.org) are designed to provide evidence-informed guidance to support you in the early years of your career.

**Continuing professional development (CPD)**

Opportunities for CPD and ongoing development, which can bring satisfaction as you become more knowledgeable and competent, vary from school to school, region to region and country to country. Try to ensure that you meet regularly with the member of staff with responsibility for your development within the school to discuss opportunities that might become available for you in your overall development and in aspects of work which you might want to pursue in future, e.g. to become a head of year or house or developing a role in teaching and learning. Refer back to targets for development that you might have identified at the end of your ITE programme through your career entry development profile (CEPD) or beginning teacher transition plan. But remember that CPD is not just about going on courses. It might include accessing resources online, joining discussion groups or social media groups, and also observing other teachers in other schools. It also includes using this book to support your development. Throughout we suggest you focus on reflecting on your own areas for development and how your development might be best achieved.

As we have mentioned previously, the standards you have to meet in your first year of teaching depend on the country and school in which you are teaching. Throughout the book, we advise you to check how the advice given can help you to demonstrate that you are meeting the standards for your first (induction) year of teaching.

**Terminology used in this book**

We call school children *learners* to avoid confusion with *students*, by which we mean people in further and higher education. We refer to those teachers in their first few years of teaching as *beginning teachers* and those learning to teach as *student teachers*.

**And finally**

Finally, we benefited from advice from experienced teachers when starting our teaching careers and we hope you have this opportunity too. Some examples of how you may benefit include:

- Observing experienced teachers teaching pupils you find challenging. Look at, for example, the pace of the lesson, the way they speak to the pupils, the ways they keep the pupils on task, where the pupils sit, how much attention the teacher pays them, how the teacher engages them in the lesson and the work.
- Role playing the behaviour of pupils you find challenging, consider what it might feel like for the pupil to behave in that way in front of their peer group and then plan different ways that you as the teacher might manage that behaviour.
- Acting on ideas experienced teachers can give you about how to be efficient in keeping up-to-date with marking and paperwork.
Getting involved with your subject association (see Appendix 2) and experience the enjoyment of working with others who love their subject; maybe research the teaching of the subject and find out who is exploring how to improve teaching, learning and pupil engagement with the subject, as well as engagement with the world of work.

Do consider how you reflect on your own teaching to ensure that you take time to draw out the positives and areas for development.

Being able to switch off from teaching is important so that you maintain a work/life balance. Protecting leisure time and activities is part of developing this balance. Consider how you can manage your time effectively.

We hope that the text provides the stimulus for you to want to continue to learn and develop throughout your career as a teacher.

Susan Capel, Julia Lawrence, Marilyn Leask and Sarah Younie
January 2019
REFERENCES


REFERENCES


Bennett, T. (2017) ‘Running a room: How routines and responses are the key to better behaviour’, Lecture, University College London Institute of Education, 8 February.


DfES (Department for Education and Skills) (2002) Transition from Year 6 to Year 7; Units of Work. London: DfES.


MITA (Maximising the Practice of Teaching Assistants) (2018) www.maximisingtas.co.uk/


Shrag, F. (1989) ‘Are there levels of thinking?’, Teachers College Record, 90(4), 529-533.


TDA (Training and Development Agency for Schools) (2011) *Staff Structure (Primary)*, London: TDA.


