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1 Introduction

Welcome to the PGCE course in Information Technology at the Institute of Education. This is an exciting and challenging time to be setting out as a teacher of information technology. Much has already been learned by teachers and researchers about the value of IT for teaching and learning, but there is still much to be discovered, and you will be an active contributor to this process. The PGCE in Information Technology is a new course, you are the fourth cohort of BTs, and it is still developing. One year ago the course was the subject of an Ofsted inspection, and received one of the best set of grades of any IT PGCE course in the country. This is something of which we are proud and on which we wish to build. You have an essential part to play in this building process.

The graduates on the course come from a wide variety of backgrounds. This provides a valuable source of expertise which will be formally utilised in various parts of the course. It can also be an important source of help when you are on Practical Teaching Experience. To facilitate communication during this time we use both e-mail and a conferencing system but the benefit you draw from these depends on how well you get to know your colleagues. So take time to get to know them during the first few weeks while you are at the Institute.

About 2/3 of your time will be spent in the IT departments of two Partnership schools. These will be your main professional home during the course. You will receive from them much professional advice and support and will be received as a new member of staff and as part of the departmental teams.

These notes contain important information about the course. Please read them carefully, and keep them safe for future reference. You should read them in conjunction with the Secondary PGCE Partnership in Training Handbook, which contains a great deal of essential information common to the entire secondary PGCE course at the Institute of Education.

The timetable that follows this introduction will help you keep track of the year. Enter the key dates in your diary now.

1.1 IT and ICT: A note on terminology

In recent years IT has been used to refer to the specific subject, often taught within discrete courses, and ICT to refer to the use of information technologies to support student learning in curriculum areas. This distinction has been confused by the new National Curriculum orders renaming the subject as ICT. To help avoid confusion, in these notes, the term IT will still be used for the subject, except when referring to other bodies or publications that use the term ICT.

2 *Timetables*

See separate document

3 Aims

3.1 Aims of the course

The PGCE in Information Technology is designed to enable you to become a competent, purposeful and insightful teacher of information technology in secondary schools.

IT is a subject with many facets, and you will need to be able to support its development in a range of contexts including:

- specific IT lessons, either at Key Stage 3 (ages 11-14), at Key Stage 4 (ages 15-16); and at 16+ level. This includes preparing pupils for IT examinations at KS3, GCSE, 'A' level and GVNQ advanced and Intermediate levels
- lessons in other curriculum subjects, helping the development of students' knowledge and understanding in those subjects as well as their IT capability.

You will also develop an understanding of other roles that IT teachers may take on; for example supporting hardware and networks, helping colleagues to develop their own IT capability; managing existing IT resources; and planning the development of future resources.

3.2 More specific objectives

More specific objectives are that by the end of the course you will

Know and understand:

- the National Curriculum framework, programmes of study and statutory requirements as they relate to Information Technology capability
- the place of information technology capability as a cross-curricular resource
- the variety of difficulties students face in developing their IT capability
- methods and approaches for assessing individual students' achievement and progress in IT, not only in terms of complexity of IT techniques but also in terms of the appropriateness of their use in different contexts

Being able to:

- use a range of teaching strategies and relate their use to the age, ability, attainment and interests of your students
- select appropriate strategies for supporting progression in information technology capability in the context of other subject areas
- make use of contexts for the use of IT in other subjects and to relate students' experiences of IT in other subjects to the process of developing their individual information technology capability
- employ a variety of suitable methods and approaches for assessing individual students' achievement and progress in IT against NC and examination syllabus criteria
- effectively evaluate your own classroom practice
- map your developing skills against the Standards for Award of QTS

4 IT PGCE programme at the Institute of Education

The Institute-based IT curriculum programme is based on three linked themes:

- Lesson planning, organisation and assessment
- The development of pupils' IT capability through the teaching of IT as a discrete subject
- The development of pupils' IT capability through the use of ICT in other curriculum areas.

4.1 Lesson planning organisation and assessment

To teach successfully you will need to plan and organise your lessons so that your students learn. You will also need to develop a repertoire of techniques for assessing their level of understanding. In the first term of the course we concentrate on lesson planning, organisation and management as these are most BTs' immediate concerns. We do this by examining what is involved in planning and organising lessons and by preparing (and then discussing as a group) lesson plans for the teaching of specific aspects of IT. In the second term we focus more heavily on assessing students' achievement and using this information to plan for their further progression. This necessitates looking again at the basis on which lessons are planned and relating this to the National Curriculum for IT. In the third term we look again at both lesson planning and student assessment in the light of the experience gained during Practical Teaching Experience. (For more details on lesson planning see Section 6.)

4.2 The teaching of IT as a discrete subject

In this theme we look at the teaching of specific IT capabilities. It is crucial to appreciate that teaching IT capability is not merely, or even most importantly, a question of helping your students achieve competence in the use of software packages. (Put another way, IT teaching is not primarily an exercise in training pupils in Microsoft Office.) Developing students' competence in the use of specific applications should be seen not as an end in itself, but as providing them with a growing technical expertise *through which* they can demonstrate their IT capability. Realising the distinction between teaching IT capability and teaching software and yet linking them effectively is in many ways the hardest part of teaching IT. To help you understand the idea of IT capability, curriculum sessions are organised around the strands of the National Curriculum (rather than software packages) and the resources for each session link to the DfEE Schemes of Work for KS2 and KS3. However, you do need to develop a facility in the major software packages and the curriculum sessions are also designed to help achieve this end. In particular, the 'Resources' page of the course web-site contains links to tutorials and support materials for many software packages and at the start of the course we spend time working with those packages with which many BTs feel least secure – especially web-authoring tools, databases and Logo.

4.3 The use of ICT to enhance learning

As an IT specialist, and future IT co-ordinator, you need some appreciation of how ICT can be used to enhance learning in a range of curriculum areas (including IT). Colleagues in school and BTs on other PGCE courses will look to you for help. For this reason throughout the course we look at how ICT can be used to enhance student learning in other curriculum areas, and how the use of ICT in those areas can enhance student's IT capabilities. In this we

draw on the expertise possessed by a variety of Institute tutors in the use of ICT in their curriculum areas. This study has of necessity to be limited. You cannot, and are not, expected to be an expert in the teaching of other curriculum areas. In addition, most curriculum areas can use ICT in a variety of ways to enhance their pupils' learning. Hence we will concentrate in each curriculum on the use of one sort of ICT – Logo for mathematics; communication software for MFL; spreadsheets for geography; control for design and technology; interfacing for science etc.

4.4 Tutor groups and tutorial support

For every BT, their tutor group, to which they are assigned at the beginning of the course, is the main support group they will belong to at the Institute. The PGCE in IT is a relatively small course so all the BTs are in the same tutor group. Your colleagues in this group are a valuable source of help and advice and you should draw on this fully. We would like to emphasise the importance of active and collaborative working, of helping each other to learn from the course and of sharing experience, so as to support each other in as many ways as possible. To aid this process while you are away from the Institute, the course has a conferencing facility which is accessible via the Internet. It also has a supply of modems which can be lent to BTs who need them.

You will have an individual tutorial during the break between the two periods of PTE to support your coursework writing and review your progress on your first PTE. Further individual tutorials in the summer term support completion of Career Entry Profiles.

In addition, Tim Brosnan is usually available at the Institute on Monday evenings during both periods of PTE to see BTs who need help and he can also be contacted by both phone and e-mail.

The group will be asked to nominate a member of the Course Committee which usually meets about once a term.

4.5 A note on personal difficulties

Some of you will inevitably have difficulties of one sort or another during the year. Institute tutors can often help in some way with these but of course only if they are informed – ie if you tell them. Such matters are *always* treated confidentially. You should certainly inform Tim Brosnan of circumstances or problems which you think may affect your performance throughout the course as he has overall responsibility for your progress.

Other staff available to give help include Andy Ash, Course Leader for the Secondary PGCE; Dr Barbara MacGilchrist, Dean of Initial Teacher Education; and the Students' Union. (One of the Students' Union sabbatical officers was a BT on this course.) In your placement schools your SPT is available as well as your SCT.

5 Practical Teaching Experience

5.1 Timetable

In each period of Practical Teaching Experience (PTE) you will be teaching for approximately 50% of your time. Over the two periods of PTE you will be expected to gain experience of teaching and assessing pupils at Key Stage 3; Key Stage 4; and post-16. You will also gain experience of teaching pupils of a wide range of abilities, including those with Special Educational Needs through both discrete and cross-curriculum modes.

5.2 School-based curriculum tasks

In addition to planning teaching and evaluating your lessons, you will be given a number of specific assessed assignments related to the Curriculum Studies element of the PGCE course. More details of these are given in the section on **assignments and coursework** in this handbook.

Here are a number of issues that you should consider during your PTE, both within your assignment work and more broadly. You will find that some of these issues overlap with those which you discuss in your Professional Studies programme, and with your school Subject Co-Tutor and other staff.

- Review some of the teaching styles that might be employed when developing IT capability and/or teaching Information Technology as a discrete subject.
- Review some of the ways in which teachers of Information Technology may encourage and develop progression in IT capability in the classroom. Examine the range of assignments commonly set in Information Technology lessons.
- Find out how Information Technology fits into the school's overall aims and objectives, priorities. How were these decided, and who was involved? How does IT relate to the school's development plan?
- Examine the ways in which your school approaches the management and planning of Information Technology within its curriculum. Consider issues of communication between staff, the allocation of responsibilities, the ways in which policies and plans are formed.
- Examine the problems associated with organising ICT activities and experience with limited material resources.
- Many schools find data logging and control applications difficult to support because they are perceived as expensive to resource. Explore possible approaches to this problem.
- Most secondary schools have an ICT policy. Why is this? How does the plan relate and contribute to the practical process of applying ICT in education within the school?
- Investigate possible strategies for supporting and including students with a wide range of special educational needs.
- What issues arise in relation to ensuring equal opportunities within ICT and in the broader context of the school? What policies and practices may contribute to this?
- How does the school monitor and assess the progress of students in Information Technology? What are the purposes of such assessment and monitoring?

- How does the school provide a Programme of Study at KS4? What options are available, and what forms of external and internal assessment and accreditation are available?

Throughout your PTE blocks, review your own experience in the light of what you have learned so far. Look at learners' needs and at ways of facilitating learning. Analyse the characteristics of a successful lesson and weigh the implications for this during the remainder of your PTE, and of course for your subsequent teaching career.

5.3 Visits from your Institute Tutor

You will be visited during both your periods of PTE by an Institute Tutor, who will watch you teaching, look at your Practical Teaching File and give you feedback on your lessons. Your Institute Tutor will also discuss your progress with the Subject Co-Tutor and if possible with your School Professional Tutor.

Make sure you have your Practical Teaching File available and up to date. See your Secondary PGCE Partnership in Training Handbook for more information.

Notification of the time and date of the visit will be sent in writing to the school, but it is your responsibility to:

- check the proposed date at once to ensure that there are no foreseeable circumstances that could be an obstacle to the proposed visit eg school INSET days, absences known in advance, timetable changes
- let the school office know when the tutor will be visiting and where you will be. Institute Tutors will always call at the school office first
- double-check that your Subject Co-Tutor and School Professional Tutor have received notification of the visit
- ensure that copies of your lesson plan and any other relevant materials, such as teaching materials or worksheets are available for your Institute Tutor to see before the observed lesson

Your Institute Tutor will usually discuss your plans for the lesson to be observed beforehand, and will also discuss the lesson in the context of your overall progress. Where possible, times will be chosen where you are not timetabled to teach before and after the lesson. Where this is not possible, you may need to make arrangements to be freed from teaching commitments, by negotiation with school tutors.

It is essential that you inform your Institute Tutor at once of any changes to your timetable.

5.4 Range of classroom experience

It is important for you to have experience of pupils and classes over as wide a range as possible. This would normally include:

- teaching your subject in Year 7(Y7) to Y9 (Key Stage 3);
- teaching your specialist subject(s) in Y10, observing classes and possibly team teaching in Y11 (Key Stage 4);
- where opportunity allows, teaching at post-16 level; either at A Level, GNVQ, or as part of a programme of general enrichment studies.

An additional period of school-related Directed Study has been designated for weeks 33-36. This may be used for an additional short placement to enhance a BT's experience of variety.

Where circumstances allow, you should have the opportunity to work with the full range of pupils in the school, including those with English as a second language, children with special educational needs (SEN), and with exceptionally gifted pupils.

6 Lesson planning guidelines

Planning is a difficult and creative activity. It takes time to learn how to plan well. The requirement that you lay out your planning in a clear way is part of your training. Experienced teachers often have far less on paper; that does not mean that they do not plan.

Do not be reluctant to ask teachers what they expect to be included in a series of lessons that they have delegated to you but do not let this totally blinker you to the scope of possibilities. Examine relevant content in several appropriate textbooks or other resources. Explore available media, including both computer-based and other resources. Remember that you may be able to borrow resources to supplement those in schools. When you are confident that you have mastered the IT content, ask yourself these questions:

What should these students know and be able to do as a result of this lesson or series of lessons? How can I motivate students to be interested and to become involved in this learning?

6.1 Lesson plans

You are required to summarise your planning on a proforma. Some Partnership schools have their own lesson planning pro-forma. If this is the case, use it. If this is not the case you should use the one printed on the next two pages. (This is downloadable in electronic form from the course web-site, as are all the forms used during PTE.) *All* lesson plans should be kept in your PTE file.

We will discuss lesson planning at various parts of the course, starting on 26 September. In addition, whenever we consider the teaching of a particular strand of the IT National Curriculum, we will discuss the issues involved in planning a lesson on that strand.

The learning objectives for each lesson are crucial. These objectives should be stated concisely and as far as possible in terms of student achievement that can be assessed. You will find it useful to think about what you expect as a result of the lesson; students to be able to *know*, *do* and *understand*. Your objectives should also be clearly linked to one or more *levels* of the IT National Curriculum, not just areas.

There may also be some affective and attitudinal goals to your lesson that may be less immediately measurable and these should also be listed.

Every lesson should be evaluated using the evaluation sheet provided. You should give a general overview of the lesson, then evaluate the learning (in terms of the learning objectives), and finally set targets for yourself.

At first you will have to concentrate most on the organisation and management of your lessons. However, as you gain expertise in these, you will be able to focus more on what your students have learnt, how you know this, and how you can help them learn better. Put simply, at the start of PTE lesson evaluations take the form

“That was a good lesson - the pupils were quiet and on-task”

but then change to

“That was a good lesson - the pupils learnt something and I know which pupils learnt what”.

6.2 Lesson plan pro-forma

Topic

Date

Title

Time

Class

Room

Lesson no ____ in a series of ____ lessons

Lesson objectives

All students should be able to

Most students should be able to

Some students should be able to

Key Questions

Resources

Links with NC/GCSE

Link with previous lesson

Time	Student Activity	Teacher Activity	Resources
Episode 1			
Transition			
Episode 2			
Transition			
Episode 3			
Transition			
Homework/extension to next lesson			
Differentiation – alternative activities			

6.3 Evaluation sheet for each lesson

General overview: What went well? What went less well?

Learning: What did students learn (relate back to objectives)? Evidence? What should be taught next? How should it be taught?

Management and control

Target setting (Aspect of teaching to be focussed on next)

Other points of evaluation

Lesson observed by?

7 Professional development and assessment on the course

7.1 Standards for the Award of QTS

Throughout PGCE course your development will be monitored regularly against the 'Standards for the Award of Qualified Teacher Status' both at the Institute of Education and in schools. You will receive a copy of these (DfEE 4/98) and they are also included in your Assessment Record File and Portfolio. A 'map' showing how the coursework relates to the Standards will be provided in your Assessment Record File.

However, your objective should not be simply reach the Standards but to begin to develop areas of particular expertise that you can offer to whichever school employs you. IT is an area of teacher shortage, and therefore teachers of IT tend to gain promotion more rapidly than colleagues in other areas. While this means that you will face less competition in gaining a post that your peers on other PGCE courses, it also means that schools will place greater demands on you, and more quickly than they will on teachers of other curriculum areas. Therefore is essential that you make as full use as possible of your PGCE year. The various coursework elements are designed to help this process.

7.2 Subject coursework requirements

This has a number of components:

- Profile tasks (See *Secondary PGCE Handbook* for details)
- Portfolio leading to Career Entry Profile (CEP)
- Audit of Subject Knowledge
- Practical Teaching File and Assessment Record File (See *Secondary PGCE Handbook* for details)
- Assignment 1 (Curriculum studies)
- Assignment 2 (Professional studies) (See *Secondary PGCE Handbook* for details)

All BTs in all subjects have to provide evidence that they meet the requirements of Annexe B of the Standards, that is of their knowledge and ability effectively to use ICT in their teaching.

7.3 Portfolio

You are required to carry out Profile Tasks, to develop a portfolio from the year's work and to complete a career Entry Profile at the end of the year. The purpose of this process is to help you to monitor your own progress towards becoming a confident, reflective and professional teacher. In addition, the early profile tasks (which will be discussed on 26th September) help to inform your tutors about your individual strengths and needs.

At the beginning of the course you will be issued with a CD-ROM on which you keep your portfolio and will be expected to update its contents at regular intervals.

7.4 Subject knowledge, skills and understanding (KSU)

All new entrants to the teaching profession must have sufficient knowledge and experience of I(C)T to meet the requirements of Annexe B of Circular 4/98 – The Standards for Award of QTS. As an IT specialist, you will be required to go beyond this minimum requirement.

You have already completed a brief KSU audit, which was a self-assessment of your familiarity with a number of applications. The replies to this have been used to help structure the course and identify ‘experts’ for a number of sessions. During the course of the year you will complete a more detailed KSU audit and be given help and advice on areas of weakness. Addressing these will involve the completion of a number of school-focused curriculum tasks, the results of which should be copied to your portfolio.

Further details of the subject-specific knowledge expected of you will be found in the notes accompanying the KSU audit. However, in general terms it is expected that by the end of the year you should be able to help any pupils with any question on a GCSE-paper and have sufficient subject knowledge to teach IT to ‘A’ level.

7.5 Curriculum coursework (Assignment 1)

The curriculum assignment is in two parts, in each of which you examine the teaching of one strand of the IT National Curriculum. Its purpose is two-fold - to give you the opportunity to:

1. set your teaching of two strands of the IT National Curriculum in a broader context
2. demonstrate that you meet aspects of the Standards for Award of QTS.

Each part involves preparing, teaching and evaluating a series of lessons on one strand of the National Curriculum and then relating both your teaching of the lessons and your pupils’ achievement in them to issues of progression and development and the literature on teaching and learning in IT.

Which strands of the IT National Curriculum you choose as the basis for your assignment is a matter for negotiation between you, your SCT and Tim Brosnan and will depend on your timetables in the two PTE schools.

Please note that one of these tasks should be completed during each period of PTE.

At the end of the course the two parts of Assignment 1 should be put together with an abstract, educational rationale, overall introduction and overall summary as a single package.

The format of each part of Assignment 1 is the same and is given on the next page.

Please note that the assignment is *about* the lessons rather than *being* the lessons. Further, it should not be an exercise in justification but a critical examination of what you did - and how you would now do things differently (and why). This is particularly important in the first part of the assignment. You will complete this during your first period of PTE when (it is expected) you will still be developing rapidly as a teacher. It is not expected therefore that the plans and evaluations for these lessons will be as good as those you do later in your course. The coursework therefore gives you a chance to reflect on this early work and, by demonstrating how and why you would now do things differently provide additional evidence that you meet the Standards for the Award of QTS. Because the assignment is based on your teaching, all original lesson plans and evaluations should be included as appendices not in the body of the assignment.

Submission dates and feedback

Dates for submitting the two parts of Assignment 1 are listed in the timetable at the beginning of this booklet and are non-negotiable. The work will be returned to you with written comments. In addition you will have an individual tutorial to discuss your progress in Assignment 1 in the break between the two periods of PTE and Tim Brosnan will be available for individual tutorials in the week beginning 4th June. You may improve the work in the light of the comments, before the final submission date, 12 noon on Friday 8th June 2001. This date is also non-negotiable.

7.6 Required sections of each part of Assignment 1

Each part of Assignment 1 should include **all** of the following. However, the sequence in which you discuss these aspects of your teaching is up to you, you do not need to list the sections in the order given below.

Introduction

This section is a brief synopsis of what you did and why. It should let the reader know the structure of the assignment.

National Curriculum links

In this section you set your teaching in the context of the development of pupils' IT capability from the ages of 5-18. This will necessitate you consulting (and referencing)

1. The IT National Curriculum for Key Stages 1-4
2. The DfEE Schemes of Work for Key Stages 1-3
3. Examination syllabi for +16 courses - eg 'A' level IT and GVVQ.

Choice of software

The IT National Curriculum (and hence your lessons) are concerned with the development of IT capability. However to achieve this you will be developing your pupils' expertise in particular software packages. Making the link between software skills and IT capability is the most challenging task facing an IT teacher and in this section you will discuss your choice of software.

Choice of context

One cannot teach either IT capability or software skills without a context. (eg one cannot consider the suitability of a product for an audience without thinking about a specific audience; one has to cut and paste something.) In this section you discuss the context you chose for your sequence of lessons. You need to consider the relevance and 'authenticity' of the specific topic (eg making a menu) and whether (and why) this is best taught through the medium of discrete or cross-curricular IT lessons.

Learning objectives

Here you critically examine in detail the learning objectives set for the lessons and discuss the extent to which they *are* learning objectives rather than just activities for the children.

You should show how you planned for progression of learning objectives through the sequence of lessons and relate this progression to the attainment targets of the IT NC.

In the light of your discussion here you may choose to rewrite a lesson plan to show how your setting of learning objectives has improved with experience.

Differentiation

Examine the range of strategies for differentiation used in the lesson plans. Again, should you feel that the range used is unduly limited, you should take this opportunity to rewrite one lesson to and compare the original and rewritten versions. You should include as part of this section a discussion of your provision for children with Special Educational Needs.

Activities

Discuss the range of activities you used in the lessons, and, if this is limited, give an example of what could be done (with concrete examples) to extend it. You should also show here how the activities are targeted at the learning objectives for the lessons.

Assessment and marking

Here you should discuss the range of types of assessment you used – both formative and summative and formal and informal. You should relate these to the learning objectives for the lesson and evaluate the extent to which the lesson's activities allowed you to assess individual pupil's achievement. This process could involve you in rewriting a lesson to show how you would now plan for assessment.

You should give examples of pupils' work and discuss how they were marked, relating this to both the Attainment Targets of the IT NC and the school's marking policy. You can also use these examples (if long put them in an appendix) as evidence of the extent to which the pupils learnt what you intended them to learn

In this section you can also discuss the difficulties you faced (if any) in separating the assessment of software skills from that of IT capability.

Summary

This section consists of an overall evaluation of the scheme – and what you feel you have learnt from completing the task.

8 Resources for the IT course

8.1 The course web-site

In your day to day work your main resource will be the course web-site which is at:

<http://www.ioe.ac.uk/scitech/Courses/ITPGCE/index.htm>

In particular you will make frequent use of the 'Resources' page on that site. This is password protected (you will be given the log-in and password on the 18th September) and contains:

1. General information on the IT National Curriculum, the Standards for QTS and PTE
2. Resources for teaching the strands of the IT National Curriculum
3. Resources to help you (and your pupils) develop facility in the major software packages.

The Resources page also has an electronic version of the Institute-based curriculum session timetable containing links to 'starter pages' for each curriculum session

It is essential that you access and read the 'starter page' for each session in advance of that session - as it often contains preliminary reading and/or tasks.

Adding your personal page to the Information Technology web-site, and finding and evaluating suitable links to place on it, will be your first main task on the course.

8.2 The course conferencing system

Your second main resource will be the other BTs on the course. To help us keep in touch while you are in schools the course uses an electronic conferencing system. You will be introduced to this during the first two weeks at the Institute. To facilitate the sharing of expertise and experience, you are required to post various items (eg timetables, sample lesson plans, ideas for curriculum assignments) to the conference. In addition, Tim Brosnan will post information updates to the conference as required.

It is essential that you access and read the contents of the conference on a regular basis since you will be deemed to have received any item posted to it.

8.3 Physical resources

You will soon become familiar with the computer resources available in Room 915 on Level 9, which will act as a base for the Institute-based elements of the course. This gives access to the Institute's NT-based PC network and a number of Apple Macintosh machines. Tim Brosnan maintains a collection of publications relevant to information technology in education for your use.

In addition, the Institute's Information Services (IS) provides access to further computing facilities. They are based on Level 3, where you will find the computing Help Desk, and other rooms equipped with PC, Apple and Acorn computers. These computers are available for advanced booking. More details and a range of help sheets and booklets are available from the Help Desk.

Also on Level 3, you will find the ICT Resources library maintained by IS for reference use. This provides access to a range of educational software and supporting materials, CD-ROMs, digital camera and scanner. You are strongly urged to become familiar with these resources.

The computing Help Desk on Level 3 (below the Institute of Education Library) opens 10.30 am – 9.00 pm Monday-Friday, 2.00 pm – 4.00 pm Saturday (term time), 10.30 am -12.30 pm and 4.00 pm to 5.00 pm (vacations).

Mon-Fri: Telephone: 020 7612 6696 Fax: 020 7612 6686 email: helpdesk@ioe.ac.uk

ICT Resource library: open 9.30 am - 5.00 pm, closed for lunch 1.00 pm - 2.00 pm

Telephone: 0220 7612 6703

An introduction to Information Services, which includes both the Computing and Library and Media Services will form part of your induction week.

ICS also runs a number of courses on specific IT applications. You are encouraged to participate in these, either as a tutor (where you have expertise and help is required) or as a student, as a way of increasing the range of your expertise.

8.4 Useful periodicals

The Institute of Education Information Services stocks a wide range of educational periodicals related to IT. In addition, many more general educational publications contain useful articles on the use of information technology. If you wish to research a particular topic, you will find it useful to search the various computer-based indexes available through the library, such as the British Education Index and ERIC. Information Services runs introductory courses in using these systems and provides help sheets.

Here is a list of some which you may find useful.

Educational Computing

A practically oriented monthly; many schools subscribe to this. It is a useful source of ideas on classroom activities and information about hardware and software.

Envision

Published quarterly by the NCET, a useful and lively journal, particularly on issues like multimedia and the Internet in education.

British Journal of Educational Technology

Also published by NCET, a more academic and research-oriented quarterly.

Computers and Education

A leading academic journal publishing results of research on information technology in education.

Computers in the Schools

Published in the USA, academic articles, but with a leaning towards practical classroom-related issues.

There are a number of publications related to particular subjects such as:

Micromaths, published by the Association for Teachers of Mathematics.

Computer Assisted Language Learning.

You may well know some of the general ICT publications available for newsagents, which are useful in keeping up with current trends in business and home microcomputer use.

8.5 Useful organisations

BECTA

BECTA (British Educational Communications and Technology Agency) is a government-funded organisation whose role is to:

- identify the relevance of new technologies to education
- evaluate the potential of new technologies to enhance learning and to raise standards
- promote, enhance and support the effective use of information technology across all sectors of education

Much of its work is done in association with other national and local organisations, and with schools, colleges, universities and public-sector bodies throughout the UK.

BECTA

Milburn Hill Road, Science Park, Coventry CV4 7JJ, United Kingdom

Telephone: +44 (0)1203 416994

Fax: +44 (0)1203 411418

Enquiry service: Enquiry_desk@becta.org.uk

Web site: <http://www.becta.org.uk/index.html>

ACITT

ACITT is legally known as the National Association for Co-ordinators and Teachers of ICT but for historical reasons continues to use the logo ACITT.

Membership of the Association is open to anyone interested in ICT co-ordination and the specialist teaching of ICT in the 4-18 age range. In addition to classroom teachers of ICT and ICT co-ordinators this might include ICT support staff, advisors, inspectors, and H&FE colleagues involved in the training and support of ICT.

ACITT Membership

Brondale Cottage, 5 Spring Gardens

Narberth, Dyffed

SA67 7BN

Web site: <http://www.acitt.org.uk>

British Computer Society Schools Committee

As a professional body, the BCS has an interest in promoting the effective teaching of ICT in schools. After all, this is where the next generation of BCS members has its first experience of computing.

The Schools Committee includes teachers, people working in teacher education, ICT providers within local government, and other BCS Members who have a special interest in school level education. It produces a number of publications for schools on ICT topics, takes part in consultation exercises, and responds on behalf of the BCS to documents from a number of official sources. It is sometimes invited to provide speakers at conferences relating to ICT in schools and may also address conferences of careers advisors.

The Education Department

British Computer Society

1 Sanford Street

Swindon

Wiltshire

SN1 1HJ

Tel: 01793 417446/456
Fax: 01793 480270
educ@bcs.org.uk
Web site: <http://www.bcs.org.uk>

Computer Education Group (CEG)

CEG is an international organisation affiliated to the British Computer Society and aims to support the group members with information and considered opinion concerning the teaching of Information Technology and its use in education. This is achieved by promoting co-operation between members and providing services which enable members to perform better their relevant professional functions.

Membership is open to all teachers and teacher trainers at all levels. Services and support are aimed primarily at those concerned with ICT in the education of 11 to 18 year olds.

CEG was founded in 1966 and is one of the longest running groups providing services for people involved with ICT in education, with the result that some people and organisations have been members for thirty years.

Services to members

A termly magazine 'Computer Education' containing numerous papers and articles from world wide authors who are mainly teachers writing for teachers and students. Other regular features include book and software reviews.

Six reactive newsletters each year to inform the membership of urgent, topical or very specific items together with information on other publications likely to be of interest to the membership.

A biennial three-day residential conference during the Easter vacation where national and international speakers assist members to understand recent developments in ICT through discussion and "hands-on" experience.

Other services include the promotion of, and support for local initiatives such as meetings or training sessions and the setting up of such special interest groups within the Association as may appear to be advantageous to the membership.

Dr Les Jackson
Computer Education Group
School of Computing
Staffordshire University
Beaconside
Stafford
ST18 0AD

National Association of Advisers for Computers in Education (NAACE)

NAACE is the professional association of inspectors, advisers and consultants for information technology in the curriculum. Most education authorities have an adviser or inspector for ICT or someone who holds a brief for the use of ICT in education. Most of these are members of NAACE. NAACE members also include ICT Centre managers, teacher trainers and independent consultants for ICT in education.

NAACE
PO Box 5101
Warley
West Midlands

B69 4PB
Telephone: 0121 544 2001
Fax: 0121 511 1022
Email: mike@sandemu.demon.co.uk

8.6 The World Wide Web

There is a great deal of material of variable quality on the World Wide Web. An essential starting point is the BECTA (British Educational Communications and Technology Agency) site on **<http://www.becta.org.uk>** - an invaluable source of information on curriculum, teaching, and technical issues, as well as links to other organisations. BECTA was formerly known as NCET (NCET).

The ACITT web site on **<http://www.acitt.org.uk>** has some useful stuff, including back issues of *Integrate*, the ACITT journal.

Other useful links are on the Resources page of the course web-site and on the pages for each curriculum session.

9 Reading list

The books listed below give a background to IT education. They should be thought of as a starting point for study, adding to the recommended reading list you have already been given. You will be directed to reading in your particular interests.

(Classification marks are given for items in the Institute of Education library.)

Howard, Bill (1991) *I.T. across the curriculum: supporting learners who display challenging behaviour*. Coventry: National Council for Education Technology, OVERSIZE Tim Loyx HOW(o's)

Atkinson, Terry (1992) *Hands off - it's my go!: IT in the language classroom*. London: Centre for Information on Language Teaching and Research /NCET, OVERSIZE Men Loz Reg ATK (o's)

Bell et al./NCET (1997) *Delivering Capability In IT*. Coventry: NCET, OVERSIZE Loyx Ref Bev BEL (o's).

Bennett, Sue (1990) *Rewriting history: an INSET guide to using text handling in history*. Coventry, OVERSIZE Nig Loyx BEN (o's)

Beswick, Norman (1987) *Re-thinking active learning 8-16*. London: Falmer, Loyx Lad Kas BES

Beynon, John and Mackay, Hughie ed (1992) *Technological literacy and the curriculum*. London: Falmer, Nab Loyx

Beynon, John and Mackay, Hughie ed. (1993) *Computers into classrooms: more questions than answers*. London: Falmer Press, Loz BEY

Bibby, Bob (1994) *The Trojan Horse: exploring texts with IT*. London: National Association for the Teaching of English and NCET, OVERSIZE Mef Loyx Ref BIB(o's)

Bourne, Ruth, Davitt John and Wright, Julie (1995) *Differentiation: taking IT forward*. Coventry: NCET OVERSIZE Loyx Lab Jbc BOU(o's)

Capstick, Nick and Poole, Philip (1995) *Managing IT: a planning tool for senior managers*. Coventry: NCET, OVERSIZE Loyx Ral Hab CAP (o's)

Cox, Margaret (1997) *The effects of information technology on students' motivation*. Coventry: NCET ; London: King's College London, OVERSIZE Jazf Loyx COX(o's)

Crook, Charles (1994) *Computers and the collaborative experience of learning*. London: Routledge, Loz Kag CRO

Dickinson, Chris and Wright, Julie (1993) *Differentiation: a practical handbook of classroom strategies*. London: NCET, OVERSIZE Lab Jbc DIC(o's)

Fullan, Michael G and Stiegelbauer, Suzanne (1991) *The new meaning of educational change*. New York: Teachers College Press, Ral Bex FULS

Hawkrige, David (1990) *Computers in third-world schools: examples, experience and issues*. London: Macmillan, Loz HAW

Hawkrige, David G and Vincent, Tom (1992) *-Learning difficulties and computers: access to the curriculum*. London: J. Kingsley, Tap Loz HAW

Information skills in the national curriculum: secondary school. Coventry: NCET, OVERSIZE Lus Lab Ref NAT(o's)

Joyce, Bruce, Calhoun, Terry and Hopkins, David (1997) *Models of learning - tools for teaching.* Buckingham: Open University Press Lab JOY

Kemeny, Hilary ed. *Talking IT through: a discussion document published by the National Oracy Project and the NCET.* Coventry: NCET, OVERSIZE Pas Loz KEM (o's)

Lincoln, Howard (1996) *GNVQ: integrating IT.* Coventry: NCET, OVERSIZE Loyx Sel LIN(o's)

Matthews, Brian (1991) *Who controls whom?: the social implications of information technology.* Coventry: NCET, OVERSIZE Loyx Seb MAT(o's)

Merali, Zinat (1995) *Highways for learning: an introduction to the Internet for schools and colleges.* Coventry: NCET, Loyx Ral MER

Moore, Phil (ed). (1995) *Teaching and Learning with the Internet.* London: British Telecommunications plc

National Association of Advisers for Computer Education (1997) *Inspecting IT.* Coventry:NCET, Not in Institute library, though the first edition is there.

National Association of Advisers for Computers in Education (1997) *Reviewing I.T.: materials to help schools review IT and to prepare for inspection; 2nd Edition.* Coventry: NCET, - Not in Institute library, though the first edition is there under OVERSIZE Loyx Bom NAT(o's). Note that the first edition refers to the old National Curriculum.

NCET (1989) *Using computer simulations in history: an INSET guide.* Coventry: NCET, OVERSIZE Nig Lag Loz NAT (o's)

NCET (1991) *Focus on I.T.: school-focused development materials for key stages 1, 2 and 3.* Coventry: NCET, Loyx Mabt Bev NAT

NCET (1991) *Focus on I.T.: school-focused development materials for key stages 1, 2 and 3.* Coventry: NCET OVERSIZE Loyx Mabt Bev NAT (o's)

NCET (1994) *Using IT for assessment. - Going forward.* Coventry: NCET, OVERSIZE Loyx Jim NAT (o's)

NCET (1995) *Approaches to IT capability. - Key stage 3.* Coventry:NCET, Lozx Mabt Reg NAT

NCET (1995) *Enhancing science with IT.* Coventry: NCET, OVERSIZE Mob Loz Ref NAT (o's)

NCET (1995) *Using IT for assessment. - Case studies reports.* Coventry: NCET, OVERSIZE Loyx Jim NAT (o's)

NCET (1997) *Using IT in Careers Education and Guidance: Guide 1: Getting Started.* Coventry: NCET

NCET (1997) *Using IT in Careers Education and Guidance: Guide 2: Chossing and Using Software.* Coventry: NCET

NCET (1997) *Using IT in Careers Education and Guidance: Guide 3: Managing and integrating IT* Coventry: NCET

NCET (1997) *Using IT in Careers Education and Guidance: Guide 4: Evaluating the Impact of IT*. Coventry: NCET

NCET: *Approaches to IT Capability* (1995)

Separate booklets for each National Curriculum subject: *Approaches to IT capability*.

Modern foreign languages. Key stage 3.

Approaches to IT capability. Art. Key stage 3.

Approaches to IT capability. Design and technology. Key stage 3.

Approaches to IT capability. Art. Key stage 3.

Approaches to IT capability. Design and technology. Key stage 3.

Approaches to IT capability. - Design and technology. - Key stage 3.

Approaches to IT capability. - Geography. - Key stage 3.

Approaches to IT capability. Science. Key stage 3.

Approaches to IT capability. Music. Key stage 3.

Approaches to IT capability. History. Key stage 3.

Approaches to IT capability. English. Key stage 3.

Approaches to IT capability. Mathematics. Key stage 3.

(Various classification marks)

Papert, Seymour (1993) *Mindstorms: children, computers and powerful ideas*. New York ; London: Harvester Wheatsheaf Mim Loz PAP

Rahamim, Lesley (1993) *Access to words and images: using information technology to support the learning of students with physical disabilities*. London: Centre for Micro-Assisted Communication OVERSIZE Tas Loyx RAH(o's)

Roszak, Theodore (1994) *The cult of information: the folklore of computers and the true art of thinking 2nd edition*. Cambridge: Lutterworth Press, Lozx Bag ROS

Scrimshaw, Peter ed. (1993) *Language, classrooms and computers*. London: Routledge, Mar Loz SCR

Somekh, Bridget and Davis, Niki (1997) *Using Information Technology effectively in teaching and learning*. London: Routledge, Loyx SOM

Squires, David and McDougall, Anne (1994) *Choosing and using educational software: a teacher's guide*. London: Falmer, Loz SQU

Tagg, Bill ed. (1995) *Developing a whole school IT policy*. London: Pitman, Lozx Bev TAG

Underwood, Jean DM and Underwood, Geoffrey (1990) *Computers and Learning: helping children acquire thinking skills*. Oxford: Blackwell, Loz UND

Wood, David (1988) *How children think and learn: the social contexts of cognitive development*. Oxford: Basil Blackwell, Jagf Ral WOO An excellent introduction to theories of learning.

10 Information Technology in your PTE schools

This questionnaire is intended to help you with Assignment 1. Some of the information may also be useful for your Professional Studies coursework (Assignment 2).

This information serves a dual purpose – to provide a focus for your familiarisation with your PTE schools and to be a resource for the introductory sections to Assignment 1.

It starts by asking about general issues to do with the school then concentrates on the teaching of and resources for IT.

Please do not inundate your SCT with requests for information on your first day! Take your time in completing the form but complete it by the end of Week 12. You can then give a copy to the BT who will be spending their second PTE in your school – and of course receive a copy of a completed form for *your* second PTE school.

As with all the subject-specific course documentation, this questionnaire will be available from the Resources page of the course web-site. You may wish to use this to compile your findings using a word processor. The completed forms should be kept in your Practical Teaching File.

Your Name:

School Name:

1. Nature of school: comprehensive, grammar/selective; independent; CTC, Grant Maintained other (specify):
2. Age Range (eg 11-16; 11-19):
3. School population (number)
4. Local Authority, foundation or other affiliation
5. Is the school a community school?
6. Major employers, training and job opportunities in the area
7. Student intake: what is the 'ethnic mix'. What is the range of languages spoken? If the school is mixed what is the ratio of girls to boys?
8. Are there students who need language support? Specify the support offered.
9. How does the school offer support for students who need particular learning support?
10. Descriptions of leavers' destinations; eg how many went on to Further Education; Higher Education; training; into employment?
11. What forms of external examinations/accreditation in IT are offered at Key Stage 4; GCSE; GNVQ Part One; other vocational qualifications; other (please specify)?
12. If the school has post-16 students, what forms of examinations/accreditation in IT are offered; A level IT/Computer Science; GNVQ Information Technology; Key Skills within other GNVQs

13. Average group size for Information Technology

Y7	Y8	Y9	Y10	Y11	Y12	Y13
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14. Time allocated for Information Technology per week. (ie discrete course groups) NB if the course does not run throughout a particular year, is part of a carousel etc, please describe the arrangement and pattern of courses.

Y7	Y8	Y9	Y10	Y11	Y12	Y13
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15. Describe the main software packages in use in each year as part of discrete ICT courses, and/or within other subjects in the curriculum.

Name of program	Type of software	Year(s)	In discrete ICT course (Y/N)	Cross-curricular (State subjects)

16. What other resources are used in teaching about IT, in discrete courses or across the curriculum.

17. How many members of staff teach information technology as a discrete subject within each year? Which teach IT full time?

Y7	Y8	Y9	Y10	Y11	Y12	Y13
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18. If there is any provision to support teachers of other subjects in using Information Technology within their lessons, ie through direct support in class, please describe how this is organised and who provides it.

19. What types of computers are used in the schools?

	Number	Type *
Network stations in computer room(s) Give details for each room		

	Location eg classrooms (which subject), Library/LRC etc	Type *
Network stations distributed around school		
Standalone Computers		

List any other peripherals in use in the school eg CD-ROM; other multimedia/interactive video system eg Phillips CDI; scanners (flatbed handheld); plotters; modems, video capture/editing; video conferencing; musical instruments/synthesisers; digital still camera; digitising graphics tablet; satellite TV; satellite information systems; Computer Aided manufacture/CNC tools; others (specify).

20. How do the school's managers/co-ordinators of ICT plan for staff inservice education and training (INSET) needs? How do they identify the nature of such needs? Who provides INSET? What form does it take – eg day courses, twilight (after-school) sessions, in-class support and team teaching, others (specify)?

21. Does the school have a formal ICT policy document? Does it describe the school's aims and objectives for ICT? Is there a development plan/action plan for ICT? Are there separate policies or statements on other topics eg equal opportunities, homework, special educational needs, assessment, recording and reporting, language, health and safety, behaviour and acceptable use. If possible obtain a copy of all relevant documentation or at least of key points. Failing that, note key points.

22. Which members of staff are involved in developing ICT policy and in planning programmes of work within the curriculum; describe briefly how this process works.

23. Has the school had an OFSTED inspection? Date of last/next inspection? What developments are in hand as a result? Try to obtain copies of the sections of the inspection report relating to I(C)T, and of the key conclusions and action points for the school as a whole.

11 Summary of your responsibilities

11.1 Health and safety

As a Beginning Teacher in your Practical Teaching Experience schools, you should have knowledge of the Health and Safety legislation as it relates to schools. You need to ensure that you are reliably safe in the practical activities that you do yourself and in those that you ask students to do.

See a copy of the Health and Safety Handbook in your schools and be sure to be aware of and understand its contents. The schools will have a Health and Safety Representative you can consult.

11.2 Vacation expectations

Vacations during the course (Christmas and Easter) will obviously be needed for rest and relaxation. However, successful completion of the course does rely on you finding time to undertake a certain amount of course-related work. During the timetabled 'preparation' weeks you will be expected to be working (on preparation for practical teaching or coursework) but not to attend the Institute of Education.

11.3 School-based activities

During the course of the year, you will be required to undertake a number of activities and tasks in your placement schools directly related to subject application. Some of these tasks are specifically focused on observation and shadowing activities, collaborative teaching and lesson analysis, which you will undertake from Week 5 of the course (the school induction period). Documents (guidelines, pro-formas and observation schedules) supporting these activities will be provided as a supplement to these Subject Course Notes and should be discussed with your Subject Co-Tutor (SCT) during your induction into the school/department.

11.4 Attendance and punctuality

The PGCE is a professional training course and **100% attendance is compulsory**. If you are going to be absent for any reason please phone your tutor or the Science and technology group administrator. We are required to confirm that your attendance is satisfactory; without such confirmation you can fail the course.

School days and Institute sessions start promptly at the scheduled times. Please be on time. Registers will be kept and job references will reflect any failure to keep to these requirements and courtesies.

If you are going to be away from your school for any reason you must inform the school's office as quickly as possible and set work for the classes you will be missing. Punctuality at all times is also a requirement.

If your absence is long enough, you will be required to provide a doctor's certificate for the time you are away.

12 Roles and responsibilities of the Subject Co-Tutor

The Subject Co-Tutor will work with the BTs placed within the subject department of the school. Their responsibility is to organise, supervise and assess BTs' Practical Teaching in conjunction with the School Professional Tutor/Associate Partnership Institute Tutor and Institute Tutors.

Induction:

- 1 Introducing the BT to the other members of the Department and support staff;
- 2 Arranging working and storage areas, pigeon-holes, *etc*;
- 3 Providing Department's policies, systems and handbooks where appropriate;
- 4 Preparing a timetable of classes for the first Practical Teaching Experience covering a range of age, ability, motivation, *etc*;
- 5 Providing class lists for the groups to be taught and liaison with Form Tutors, Year Heads, *etc*;
- 6 Arrange regular time for weekly tutorial;
- 7 Help and support: provide suggestions when the BT is planning the sequences of work and individual lessons; advising on resources, approaches, methods and materials, addressing Programmes of Study, Attainment Targets within the National Curriculum, providing occasions for joint marking, assessing and responding to students' work - to take place between the class teachers and BTs.

During Practical Teaching Experience:

- Ensure Beginning Teachers receive their training entitlement as indicated in the Secondary PGCE Handbook;
- Discuss BT's Practical Teaching file - preparation of schemes of work, record of lessons observed, reflections on and evaluation of lessons, and records of assessment of students' progress;
- Observe BT's teaching and afterwards discuss the lesson in detail with the BT, and **on at least five occasions in each placement school** provide written comments on the lessons observed, including setting specific targets;
- Where possible BTs should increasingly be given responsibility for devising their own schemes of work (in line with the Department's programme of study) and adding to, plus developing, teaching resources;
- Take an active interest in reading and commenting on the profile, curriculum tasks, enquiries and Assignment 1;
- Take an active interest in the ongoing development of a Career Entry Profile and in the Assessment Record File;
- Be aware of, and help to develop, teaching Standards (National Criteria for Newly Qualified Teachers [NQTs]). These are included in your Career Entry Profile and your Assessment Record File;

- Complete Report from School 1 in negotiation with BT, SPT and ITs - to be received by Institute by 2 February 2001;
- Complete Report from School 2 in negotiation with BT, SPT and ITs - to be received by Institute by 25 May 2001.

Feedback to BTs could take the following forms:

- A weekly meeting in a suitable place for discussion between the BT, Subject Co-Tutor and/or other class teachers involved;
- Discuss with the BT, School and Institute Tutors overall progress and **set targets for further development**, referring to PT file and notes about the lessons observed.

Good practice occurs when:

- BTs take an active role in the feedback sessions;
- BTs are able to evaluate their own teaching;
- The lesson's aims or means of assessing student progress and achievement are used to structure feedback;
- Feedback is thorough, comprehensive and, where appropriate, diagnostic;
- There is a balance of praise, criticism and suggestions for alternative strategies;
- Points made in feedback are given an order of priority of importance, targeting three for immediate action;
- BTs receive written comments on the lesson observed.

13 Glossary and acronyms

ARF	Assessment Record File
BT	Beginning Teacher
CEP	Career Entry Profile
DfEE	Department for Education and Employment
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
HMI	Her Majesty's Inspectorate
ICT	Information and Communications Technology
IT	Institute Tutor
NC	National Curriculum
NQT	Newly Qualified Teacher
Ofsted	Office of Standards in Education
PGCE	Post Graduate Certificate of Education
PTE	Practical Teaching Experience
QTS	Qualified Teacher Status
R&D	Research and Development Project
SCAA	School Curriculum and Assessment Authority
SCITT	School-based Initial Teacher Training
SCT	Subject Co-Tutor
SEN	Special Education Needs
SFE	School Focused Enquiry
SPT	School Professional Tutor
TTA	Teacher Training Agency