

## **Transition point 1**

### **as you approach the award of QTS**

The notes page below provides space for you to make annotations that will act as an aide-memoire to your thinking. Alternatively, you may wish to write more extensively in response to the questions. You are encouraged to choose your own format or to adapt this format. The following questions are not an exhaustive list; you can of course add your own.

#### **1. At this stage, which aspect(s) of teaching you do you find most interesting and rewarding?**

At this stage the feeling of knowing that pupils have learned after I have delivered my lessons, it's the most rewarding and interesting teaching aspect.

My expectations about the lessons and also my motivation to improve my teaching led my interest in these areas. I would like to continue developing my teaching by making a brief evaluation of each single lesson key points to set me targets for professional and teaching development.

#### **2. As you approach the award of QTS, what do you consider to be your main strengths and achievements as a teacher?**

My main strengths and achievements as a teacher as I'm approaching the award of QTS are my ability of good organisation teaching tools. When I was teaching different forms, I achieved a good level of organising my planning, monitoring, assessing and teaching science lessons. All of these aspects were taken into account in all areas of knowledge and differentiation. I really feel comfortable to promote a positive working environment.

My lessons observation, evaluation and planning reflects my achievements and strengths, as well my teaching tools (register, assessment table for each form) expectations. I always tried to put effort on my teaching and planning to learn by practising.

**3. In which aspects of teaching would you value further experience in the future?**

I think that AFL involves lots of different strategies. In the future I would like to gain a little bit of more experience developing a range of assessment for learning tools by adapting to each form necessities and learning process.

**4. As you look ahead to your career in teaching, you may be thinking about your longer term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?**

My thoughts at this moment so, in short term are to be able to continue my professional teaching development by trying to gain more experience in different science areas. Basically my next project will be to give series of science workshops around different secondary schools. The idea is to bring science to school during the summer holidays. At the same time I already applied for a job in Portugal, and hopefully I will have the opportunity to do my NQT over there having the possibility to teach on a different culture, actually teaching by using my main language. This PGCE made me open my eyes for the possibility of doing teaching on a different environment, but always trying to give opportunities to pupils enjoy science and make sure that they really leaned and like science.

In a few years my aspiration besides teaching passes for being a CM or even a PM having the possibility to help new students to achieve new targets by sharing some of my experience and ideas. Those are my aspirations and goals on a longer term. Basically I want to teach for a while, and day by day, week by week and year by year carrying on my further profession development.

## Summary of your initial teacher training

If you wish, you can complete this summary of your initial teacher training programme, so that you will have an agreed record of the coverage of your ITT programme that you can refer to in future discussions with your induction tutor.

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Training provider / recommending body

Edge Hill University

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Title of ITT programme

PGCE Secondary (Subject)

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Length of programme in years and months

1 Year

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Is your training full-time or part-time?

Full-time

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Date of successful programme completion

July 2007

		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Age ranges covered		Key Stage 3	Key Stage 4	16 - 19

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Specialist subject(s), if applicable

Biology

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## Other information about your teacher training programme<sup>1</sup>

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I've had experience planning and organising an entire study trip to Chester Zoo by taking all the year 7 forms. It was an amazing target achieved, starting with all the paper work, letters to inform parents, letters to inform school, risk assessment issues etc.

Also one of the most enjoyable experiences that I've had during my synoptic placement was the opportunity to teach post 16, a year 12 form. The topic was about bacteria structure. The students shown that they really enjoy the lesson by doing all the tasks and putting some effort on it. At the end of the lesson one of the students said "Miss thanks for that lesson..." I was really proud of myself!

Besides all the targets achieved and set weekly by CM and PM, it was a pleasure to work with both science departments. At the end, both head of science shared on a letter my positives contribute to the department. At this point I felt really engaged with staff and also with pupils.

I feel really confident because I've been teaching at two different realities, a private and a state school. Different issues were considered and worked on it. I've had the experience of teaching KS3 (year, 7 - top set, year 8 - top and bottom set and year 9 - low level set), KS4 (year 10- GCSE Biology and BTEC Science) and also KS5 (year 12 - Biology) by using a variety of strategies adapted to each class. I feel really engaged and able to teach all the different ages range.

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<sup>1</sup> For example: distinctive features of training and / or school experience; additional qualifications during the course; coverage of non-core subjects; details of school placements - eg. year groups and subject(s) taught.

## Confirmation of Transition Point One

Both your ITT provider and you should sign below to confirm that: you have jointly considered your experience from before, during and outside your formal training programme, identifying key points in relation to your teaching.

Signature of trainee teacher  
Name (in block capitals)

Date

Signature on behalf of ITT provider  
Name (in block capitals)

Date  
Job Title

Signature on behalf of ITT provider  
Name (in block capitals)

Date  
Job Title

### **Important Notes:**

- ITT tutors are signing to confirm that the discussion has taken place at Transition Point 1 rather than verifying the notes made as a result.
- ITT tutors who sign this confirmation are not at the same time confirming that QTS has been awarded.
- The trainee teacher should retain their CEDP.
- ITT providers should retain copies of the relevant pages for their own records.

