

Birmingham City University
Faculty of Education, Law and Social Sciences
School of Secondary and Post Compulsory Education
PGCE Secondary Partnership Committee

Minutes of the meeting of the PGCE Secondary Partnership Committee held on Wednesday, 27th February 2012.

Present: Peter Aitall (Chair)	PGCE Secondary Partnership Manager Faculty of ELSS
Irene Bell	Director of Work Based Learning - Faculty of ELSS
John Dizon	PGCE Art & Design Route Leader Faculty of ELSS
Sarahine Coates	Professional Mentor – Design & Tech Academy
Diana Dwyer	Art & Design Lecturer Faculty of ELSS
Simon Spencer	PGCE Mathematics Subject Route Leader – Faculty of ELSS
Andrew Steel	Professional Mentor – Metherall High School
Simon Spencer	PGCE Course Director MTD & EPS Faculty of ELSS
Karen Teasdale	PGCE Senior Lecturer Drama & Drama Subject Route Leader–Faculty of ELSS
Helen Thomas	ELSS Senior Lecturer – Science
Chris Whitwood	PGCE Secondary Science Subject Route Leader – Faculty of ELSS
Catherine Coates	D & T Professional Mentor
Ryan Everson	Lode Heath School – Art & Design Mentor
Nicole Goodwin	Arthur Terry School – Art & Design Mentor
Emma Smith	Q3 Academy – Mathematics Mentor
Sarah Jessel	Joseph Leckie Academy – Music Mentor
Dave Russell	Alexandra High School – Professional Mentor
Helen Flack	Fairfax School – Mathematics Mentor
Steve Cormell	The Streetly School – Professional Mentor

In attendance: Matthew Waterhouse

Agenda

- 1 To receive apologies for absence

Martin Fautley, Clare Barrington, Sanjit Chimber

- 2 To consider the minutes of the previous meeting held on 7th November 2012

The minutes were accepted as an accurate record however there were several punctuation errors which were amended. It was also noted that one of the appendices attached to the minutes of the previous meeting did not relate to the past meeting or the Secondary Partnership Committee.

- 3 To consider the matters arising from the minutes of the meeting held on 7th November 2012

No matters arising.

- 4 To monitor the progress of the PGCE Secondary Action Plan.

Appendix B

The PGCE Secondary Improvement Plan was distributed to the Committee and each action point was addressed by subject leaders. Details of the progress to date with the Improvement Plan were presented and are summarised on the up-dated version (See Appendix B)

In the discussion, the following additional points were made:

Mentors were asked whether they were tracking how their trainees were communicating in the classroom. It was emphasised that developing the trainees' communication skills supports training in behaviour management.

It was stated that trainees were more adept at meeting the needs of pupils who have English as an additional language than they might think that they are. Trainees' understanding of the scale of the issue may lead them to feel that they lack confidence. However, their experiences during the special visits to schools to consider the needs of those with EAL confirmed their abilities.

Simon Spencer reminded the committee that I.C.T was the one areas of the NQT Survey where secondary trainees from BCU scored below the sector average in 2012 (2010-11 cohort).

David Russell reported seeing good practice in I.C.T by a Music trainee at his school who recorded himself visually playing a piece of music on the keyboard and then slowing the video down and showing it to pupils so that they could see where to position their fingers whilst playing the piece of music.

–The subject leader for science reported that recruitment for the 2011-12 cohort took place within a 2 month period, following the allocation of numbers. The issues and subsequent action points were, to a very large extent, as a result of this.

5 To consider School 1 Evaluations data

Appendix C

The School 1 Evaluations data was distributed to the committee.

It was explained that trainees were asked to evaluate 12 aspects of training. Professional Mentors were asked to respond to points 1 – 5 and Subject Mentors were asked to respond to points 6-12. The following key points were made:

1.) The national priority: meeting the needs of pupils with Special Educational Needs

It was noted that, for the lost part, trainees are getting the required information relating to pupils with SEN. Mentors were encouraged to ensure that, when they are having informal discussions with trainees about pupils and their individual needs, that they make trainees aware that they are discussing SEN issues.

The national priority: meeting the needs of pupils with English as an additional language

it was noted that this is already being targeted in the Improvement Plan. However, it was noted that both trainees and mentors are reporting that it is not being covered adequately and this is worrying as it is a national priority. It was suggested that there might be a tendency on the part of some schools to think that there are no students with EAL when, in reality, there are likely to be bilingual student who are proficient users of English. In these cases, mentors were encouraged to consider how such student got to that point. Mentors were reminded that this is also a top priority.

2.) The national priority of managing behaviour and discipline

It was noted that there were no great concerns relating to behaviour and discipline.

3.) The national priority of supporting early readers (including an understanding of systematic synthetic phonics).

It was noted that coverage of this priority was poor during School 1 placements although some schools do well in providing training to support early readers. . In view of the very poor coverage of this area of training, a guidance paper would be produced and circulated to all mentors.

Action PC.

4.) Discussions / meetings / INSET on a range of other whole school issues, possibly meeting other key members of staff.

It was reported that this has been well covered.

5.) Direct support with, and feedback on, the trainees' planning and preparation (Units of Work & lesson plans)

This was apparently well covered.

6.) Support with developing teaching and learning strategies to enable teaching of his/her specialist subject

It was suggested that mentors will have discussions with trainees on developing teaching and learning strategies but clearer signposting of the nature of these discussion would help trainees recognise this as training and coaching.

7.) Support with responding to the individual needs of pupils being taught by the trainees including pupils with SEN, EAL and the G&T, including access to relevant pupil information

It was noted that this linked to questions 1 and 2 but related more to how this is implemented in teaching. An issue was raised regarding trainees' access to pupil information in schools to allow for differentiation and personalised learning in planning and teachers. Some mentors had reportedly cited data protection as the reason for denying trainees' access to pupil information. The committee did not agree with this notion and questioned why schools would be concerned with data protection and that it may be that schools are misinterpreting the data protection laws. It was noted that schools may ask that pupils' work is not taken from the premises and that names are not used during trainees' assignments. It was concluded that data needed to be made readily available so that trainees can teach effectively.

8.) Support in using assessment for learning strategies.

It was noted that assessment generally become a more significant feature of School 2 but there is still an expectation that trainees and mentors should address assessment of learning as a distinct feature of training.

- 9.) Discussion of trainees' lesson evaluations, including teaching and assessment of the pupils' learning.

It was noted that this was a potential concern as trainees may perceive that mentors are not involved in reviewing lesson evaluation when it was not seen. Mentors were encouraged to annotate lesson observations.

- 10.) Addressing the national priority of communication and language development in subject teaching

See the comments that relate to point 3 of the evaluation. The committee was reminded that English is the medium of learning and that, regardless of the subject being taught, trainees needed support in emphasising the language requirements for subject teaching.

- 11.) Regular target setting and formative feedback (using the BCU descriptors) of the trainees' progress towards the Teachers' Standards.

The "not at all" response from Art & Design trainees was noted. The precise reason for this response is not clear but it was agreed that, if this related to the giving of formative feedback using the descriptors, this would be a matter of concern.

In summary, it was agreed that there were some clear areas of School 1 that required improvement and some strategies for how to deal with this have been implemented. It was confirmed that the evaluation report will be circulated to all mentors.

6 To receive an update on Masters/CPD developments

A brief description of MTL was given, which has an emphasis on the use of research through school and classroom enquiry. It was stated that there is lots of potential for more schools to be involved with this and mentor reps were encouraged to contact Phil Taylor if they would like to be involved with this. It was reported that a new member of staff had been appointed to develop the programme strategy for MTL and support its growth.

An update of the MTL programme within six partnership schools was given. It was noted that there are now 30 teachers at Arthur Terry School from across their Teaching Alliance involved in a newly established MTL programme there. This group has the potential to support subject focused enquiry designed to help networking within subjects.

A new international approach is also being looked at to extend the type of study beyond the UK, linked to research projects in the School of Education.

A brief update on MA Education was given. It was noted that the nature of the independent study combined with traditional taught session modules is preferred by some teachers studying at M level and there has been an increase in recruitment.

It was reported that non-accredited CPD session had been running, aimed at those in middle leadership roles to develop their practice, with a research and academic slant. There is potential for this to be accredited at M level.

The committee was informed that if they had any ideas for other forms of CPD that the university could develop with partner schools, Phil Taylor would be pleased to hear from them. This could relate to individual members of staff, a group of staff within a school focusing on their own development needs or across several schools developing school improvement. CPD

training would, then, be suited to meet schools' priorities and not something that would be imposed, which is a key feature of the MTL.

7 To discuss the National Priorities

Appendix D

The committee were informed that School 1 Evaluations had indicated that the issue of providing training to support early readers was a matter for concern. Mentors and trainees agreed that more input is needed on supporting early readers, including an understanding of systematic synthetic phonics. The committee divided into smaller work groups and asked to discuss and provide feedback on potential training activities that might be delivered as part of a whole school issues programmes. These ideas would be used to develop a suggested training session to be send out to mentors.

8 To discuss the issue of “good evidence” for Part 2 of the Teachers’ Standards

Appendix E

The committee continued to work in groups and were asked to discuss what evidence might be provided by trainees to demonstrate Part 2 of the Teachers’ Standards. Again, these ideas will be collated and distributed to mentors and trainees.

9 To receive feedback from Mentor Representatives

Professional Mentors -

D Russell informed that there was nothing negative to report and that the paperwork relating to the trainees was well received. It was added that the Assessment and Evaluation reports from School 1 were very useful for planning for upcoming School 2 placements.

Art & Design –

The committee were informed that 2 NQT's from Birmingham City University had been appointed at Lode Heath School.

Design & Technology -

Nothing to report.

Drama-

It was reported that everyone seemed very happy with the way things were going at present.

Mathematics-

Maths mentors wanted to thank Birmingham City University for the intervention work that had taken place. It was noted that some very helpful ideas had come from this. It was also explained that 5 NQT's had been appointed between the two schools who were represented at the meeting

Music-

Nothing to report.

Science –

There were no Science representatives present at the meeting

10 To consider equal opportunities issues

It was reported that, during EPPS programme, the taught session on Diversity, Inclusion and Transition and taken place in schools with a multicultural context. These were Holyhead School, Hamstead Hall School, St John Wall School, Golden Hillock School and Swanshurst School. It was noted that colleagues in schools discussed their school's cultural make up and explained what the school is doing to celebrate different cultures and community cohesion as well as the challenges faced by pupils and staff. It was brought to the committee's attention that comments on Moodle following the taught sessions and the school visits illustrated that trainees now have greater confidence and greater understanding of the issues following these visits. It was also noted that BCU have received very positive feedback from these schools about the trainees, who were described as "excellent ambassadors for the teaching profession". One PM explained that they felt BCU trainees were much better prepared than others to deal with these complex and sensitive issues.

Simon Spencer thanked Karen Teasdale for her work in arranging this programme and that the strength and usefulness of the visits was highlighted as trainees were very pleased with the outcome.

11 To consider any other business

Simon Spencer proposed that, in the light of the increasing emphasis on the progress of NQTs trained by Birmingham City University, NQTs should be represented on the Partners' Committee, maintaining links and providing vital feedback. This would take effect next academic year. The committee was in agreement although some consideration would need to be given to the logistical details of electing representatives and the ways in which they could contact their colleagues. This proposal will need to be made to FASQEC for approval.

Action SS

12 To receive the date of future meetings of the Secondary Partnership Committee

It was noted that the date stated on the agenda distributed to members was correct however the time of 15:30 was incorrect. The meeting would actually be taking place at 16:30..

*The next Secondary Partnership Committee Meeting will be held on
Wednesday, 5 June 2013 (Attwood Building A106a 16.30 – 18.30)*

Distribution:

		Representatives	
Ian Axtell	ELSS School of Education	Claire Barrington	Great Barr School – D & T Mentor
Peter Carr	ELSS School of Education	Chris Bolton	Golden Hillock School – Drama Mentor
Martin Duke	ELSS School of Education	Catherine Coates	Perry Beeches School – Professional Mentor
Jean Dyson	ELSS School of Education	Ryan Everson	Lode Heath School – Art & Design Mentor
Martin Fautley	ELSS School of Education	Charmaine Goode	Lyndon School Humanities College - Drama
Janet Hoskyns	ELSS School of Education	Nicole Goodwin	Arthur Terry School – Art & Design Mentor
Suzanne Lawson	ELSS School of Education	Helen Lowe	Leasowes Community College – Drama Mentor
Don Newton	ELSS School of Education	Helen Flack	Fairfax School – Mathematics Mentor
Anita Reardon	ELSS School of Education	Sarah Jessel	Joseph Leckie Community Technology College – Music Mentor
Simon Spencer	ELSS School of Education	Jill Richardson	Broadway School – Science Mentor
Andrew Steed	ELSS School of Education	Dave Russell	Alexandra High School – Professional Mentor
Phil Taylor	ELSS School of Education	Claire Woods	The Rawlett School – Art & Design Mentor
Karen Teasdale	ELSS School of Education	Gemma Wood	Perry Beeches School – D & T (Textiles) Mentor
		Emma Smith	Q3 Academy – Mathematics Mentor
		Mentors	
		Steve Cornell	The Streetly School – Professional Mentor
		Sanjit Chimber	Mathematics