**Mentor Newsletter October 2013**

This electronic briefing document is designed to assist you in your role as mentor to a PGCE PCET Trainee. Thank you for agreeing to become a mentor to our trainee. We do value the contribution that you are making towards the training of your mentee whilst they are placed at your institution.

This briefing is the first of a number that will be produced and dispatched to you throughout the present academic year. The aim of the briefings is to acquaint you with information regarding the content and topic areas that make up the modules and assignments that your mentee is currently covering throughout their course at the University.

Helpful tips will also be included in the briefings particularly concerning documentation and/or processes that need to be addressed during the mentoring process. You are all busy people and so the plan is to keep the briefings ‘brief’. I would welcome any contributions to the briefing and feedback from you, particularly if there are any improvements that can be made.

**Mentor Training**

All mentors will need to receive mentor training as early as possible. The University is offering a number of dates for group training sessions shown below. If you are not available for any of these representatives of the university can come out to your institution to deliver this to a group or on a one-to-one basis.

Mentor Training Dates at BCU:

Wednesday 16th October 2013 14.00-16.30

Wednesday 6th November 2013 14.00-16.30

Wednesday 20th November 2013 14.00-16.30

Wednesday 4th December 2013 14.00-16.30

If you wish to book any of the above session please contact Matthew Waterhouse at: Matthew.Waterhouse@bcu.ac.uk

**Modules Covered during September-December 2013**

**Module Code Module Name Level Credits**

EDU6139 Introduction to Education and Training 6 20

or

EDU6140 Introduction to Education and Training 6 20

 In ESOL/Literacy

This module supports trainees as they begin to develop their teaching and learning philosophy, teaching skills and provide evidence of meeting the Professional and Minimum Core standards. They will develop an understanding of the roles, responsibilities and professional relationships in education and training. Practically, the module requires their participation in one teaching session and to collate and record evidence for meeting Professional and Minimum Core standards through the starting of a professional portfolio of tasks. Areas for exploration are:

* Roles and Responsibilities
* Professionalism and professional values
* Subject specialist teaching
* The reflective practitioner
* Safeguarding
* Teaching and Learning Philosophy

Hand in dates: F/T Monday 4th November 2013; P/T Monday 6th January 2014; ESOL Friday 10th January 2014

EDU7178 Effective Teaching, Learning 7 30

and Assessment

Or

EDU7179 Effective Teaching, Learning 7 30

and Assessment for ESOL and Literacy

The module focuses on the links between theory and practice. Through the trainee’s engagement and participation in practical, reflective and investigative activities, both in-class and out in placement, they will develop their knowledge and understanding of a wide range of key theories that will inform their teaching, learning and assessment activities. As such, the module is of significant value in developing the skills needed for their placement and fully prepares the trainee for future careers in the PCET sector. Topics for exploration include:

* Key principles and theories related to pedagogical practice
* Teaching, learning and assessment approaches/strategies/methods/techniques to meet individual learning needs
* Differentiation
* Learning environments
* Managing behaviour effectively
* Individual learning plans
* Learning related to needs/learning outcomes/curriculum requirements
* Integrating wider skills (Functional English, Functional Mathematics, ICT
* Own personal skills in literacy, language, numeracy and ICT

Hand in dates: F/T Monday 3rd February 2014; P/T Monday 30th June 2014; ESOL January 2015

EDU7181 Practice Based Enquiry 7 30

This module is consistent with the programme philosophy and aims since it prepares students to develop the skills, knowledge and understanding for teaching their subject specialism. Students will reflect on professional practice, drawing on evidence from the workplace, and engage in the improvement of learning through professional enquiry, research and reading. Through critical thinking and independent learning, students will question their current thinking and practices and will develop their abilities to be innovative, creative and well versed in problem solving. They will share the results of enquiry to an audience.

* Have an advanced knowledge and understanding of learning and teaching which enables them to demonstrate high levels of reflective and professional practice including core functional skills and standards required by national bodies.
* Actively promote lifelong learning and widening participation within the professional environment.
* Take responsibility for researching, determining and achieving individual professional goals including Continuing Personal and Professional Development.
* Fully engage in social activities through interaction in learning communities to enhance their professional devilment and skills.

Hand in dates for Formative Assessment: F/T Monday 9th December 2013; P/T Monday 2nd June 2015; ESOL Friday 6th June 2015

In addition to the above, Karen McGrath, the Programme Director of PCET, is now a Faculty Teaching, Learning and Assessment Fellow. As a result, there is additional emphasis on Technology Enhanced Teaching and Learning. This will not only benefit the trainees in their learning, but will provide them with new and innovative ways of teaching and learning that they can take to their practice. Trainees have already produced some excellent minute videos on their teaching and learning philosophies and they have started a Mahara e-portfolio.

Subject specialist workshops will be taking place over the year. The Dance and Sports trainees have already had a short workshop on ‘Using the Gym as an effective learning space’ and our Maths trainee is joining in workshops with the PGCE Secondary trainees. Jean Dyson is taking Art and Media trainees (and any other trainee who wishes to attend) on a visit to the Ikon Gallery and new Library and the first English workshop of the year will be held in October.

**Useful Tips!**

* Ensure that your trainee is keeping their teaching log up to date and, when you are satisfied that the content is correct, you can countersign it. **Preferably they should be teaching across a range of groups and levels.**
* Encourage your mentee to bring along their formative record of SVUK/Minimum Core standards to your regular target interviews so that you can check that it is being regularly updated.
* Ensure your trainee has targets to work towards and is uploading them into the e-portfolio.
* Your mentee has carried out a subject specialist audit which highlighted any areas for development. Ask to see this document and check how they are progressing. These first four points should be regular features of your target setting meetings
* Your mentee is the main conduit between you and the University. Make sure that they have supplied you with all of the documentation that you need (Observation Grids, Post-Observation Summary & Targets, Targets for Development)
* You can obtain electronic versions of all of these documents on the Post-Compulsory Partnership website at: http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/pcet-partnerships

Please feel free to contact me with your comments Phil Bate Professional Development Tutor Email: Philip.Bate@bcu.ac.uk

Alternatively for discussions about teaching and learning and to share thoughts with other mentors, follow us on our ‘Mentors’ Voice’ blog at: ***http://karenmcgrathblog.wordpress.com/***