

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, 5th June 2013.

Peter Carr (Chair)	Secondary Partnership Manager
Ian Axtell	Senior Lecturer – Music
Jean Dyson	Senior Lecturer – Art and Design
Helen Yorke	Director of Education Partnerships
Don Newton	Senior Lecturer – Mathematics
Simon Spencer	Deputy Head of School of Education
Phil Taylor	Course Director – MTL & EPPS
Karen Teasdale	Senior Lecturer – Drama
Helen Thomas	Senior Lecturer – Science
Chris Bolton	Golden Hillock School – Drama Mentor
Catherine Coates	Perry Beeches School – Professional Mentor
Ryan Everson	Lode Heath School – Art & Design Mentor
Dave Russell	Alexandra High School – Professional Mentor

In attendance: Matthew Waterhouse

1 To receive apologies for absence

Martin Faultley, Andrew Steed, Sanjit Chimber, Gemma Wood, Nicole Goodwin, Marsha Blissett

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

The minutes were accepted as an accurate record.

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

Peter Carr informed the committee that in the last meeting it was discussed that there were several National Priorities within Teacher Training that had been identified as needing improved coverage. Peter Carr reported that School Mentors had been sent out three key message guidance sheets since the last meeting in February informing schools on ways to improve their training in the three main areas requiring improvement. These areas were Supporting Early Readers using Systemic Synthetic Phonics, supporting Pupils with English as an additional language and pupils with Special Educational Needs. Committee members acknowledged that they had received two of these three key messages but did not recall receiving anything related to Systemic Synthetic Phonics

Simon Spencer stated that Literacy and Language development was becoming a priority in secondary schools due to a recent Ofsted report. It was also reported that this topic was a main concern for the Chief HMI who has been aiming to improve literacy in Secondary Schools. Simon Spencer and Peter Carr agreed that this was a shared responsibility and an area that they will continue to work on in to the new academic year.

Action PC / SS

- 4** To monitor the progress of the PGCE Secondary Action Plan. **Appendix B**
The Committee were asked to refer to the PGCE Secondary Improvement plan that had been distributed to them and each action point was then 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:

Simon Spencer gave an overview of whole course issues and commented that things were on track and going well. He reported that updates would be given as time goes on.

Don Newton, explained that there were issues in teaching for understanding in maths education. It was explained that he had organised staff training days and creative workshops within schools to address this issue and further cement a partnership with schools. Don Newton listed a number of Schools in the local area that had been involved in these workshops and encouraged School Mentors who were members of the Committee to get involved with this.

It was also reported that Maths trainees had been given further training sessions on the use of software packages and I.C.T and that the improvement of trainees in this area had been reflected in lesson observations. It was also reported that an External Examiner had noted the trainees' progress in this area.

Committee members agreed that all targets set out in the PGCE Secondary Action Plan had been met.

- 5** To review formative feedback to trainees on performance against the Teachers' Standards **Appendix C**

Peter Carr reported that the University had received guidance from an Ofsted Consultant and this discussion had highlighted the importance of how feedback is given to trainees. It was reported that observations made during the discussion were that the document had a high number of words and that the 'emerging' statements within the document could be perceived as negative. The Committee was asked for thoughts on this document. . (see Appendix D)

The following additional points were made:

It was reported that the number one audience for this document were the trainees and that it was primarily formative feedback for them and a tool to be used by school mentors secondly. Tutors already had their summative Assessment and Evaluation reports as guidance. It was stated that it is the job of University tutors to see how this document is being used by trainees and adapt it accordingly. The point was raised that the trainees were perhaps not looking in depth at the labels to see what was associated with their grade but were only interested in what they had achieved. Simon Spencer reported that, based on conversations, mentors at Birmingham City University Partner Schools highly value the descriptor provided by BCU.

Don Newton reported that the Formative Trainee Feedback given by Durham University and The University of Birmingham were discussed in their most recent Ofsted reports.

It was stated that the guidance document was used in weekly meetings and observations and is useful to highlight to the trainees what they need to practice in order to improve. It was reported that the headings used weren't overly useful as the numbers and headings could be confusing.

Committee members were asked to suggest the distinctive qualities, attitudes, characteristics and features a Birmingham City University trained teacher possesses.(See Appendix E) These suggestions will be taken forward for further discussion with a view to forming a clear vision for BCU's ITT provision.

Action: SS

6 To update members on the role of the Director of Education Partnerships.

Helen Yorke, introduced herself to the Committee as the new Director of Education Partnerships and gave an overview of her role. Committee members were informed that this role would aim to introduce consistency across all of the Education Partnerships in Primary & Early Years, Secondary and Post Compulsory Education and ensure that best practice was achieved across all partnerships. It was reported that Initial Teacher Training was a changing landscape and that it was the aim of the Director of Education Partnerships to introduce more emphasis on Research and Development to develop a pedagogical partnership between Birmingham City University and its partners.

Helen Yorke stated that she was passionate about professionalism and wanted to make sure Birmingham City University were training reflective practitioners and the positive impact that this would have on learning. It was reported that the United Kingdom was the only country where Qualified Teacher Status could be reached within 38 weeks and that in Finland this is a 7 year process.

Helen Yorke invited the committee members to approach her if they had any questions regarding her role and how it will affect them and stated that her desired outcome is becoming better by working together.

The Committee then received an update on other academic staffing changes within the Birmingham City University School of Education.

The Committee were informed that Janet Hoskyns would be retiring from her role as Head of School of Education at the end of this Academic year. It was also reported that Ted Bunting, Director of Work Based Learning had retired from his post in December 2012 but had continued to be involved with various projects within the University.

It was reported that Suzanne Lawson, Route Leader for Design & Technology and Karen Teasdale, Route Leader for Drama would be taking up posts at other institutions next year and appointments would be made for their replacements ready for the new academic year in September.

It was also reported that an appointment for a new Senior Lecturer for Music would be made and would be in post for September.

7 To review and approve the proposed EPPS programme for 2013/2014

Appendix F

A copy of the 2013/2014 EPPS Programme was distributed and the content, order and timing of the events within the programme were reviewed. Input from school mentors was encouraged. (see Appendix G)

8 To receive feedback from Mentor Representatives

Professional Mentors -

David Russell, Professional Mentor Rep, informed the Committee that his school had received fantastic music trainees this year and had employed one of these trainees as an NQT for next academic year. It was noted that outside endorsement had been given on the trainees at ACE Academy and that the External Examiner who visited had given good feedback on the Birmingham City University trainees at the School.

Catherine Coates, Professional Mentor Rep reported that although the school had taken fewer trainees this year, the trainees were still of a very high quality. It was noted that the level of support given by academic staff from the University was of a high standard and most importantly was given when it was needed without delay.

Art & Design –

Nothing to report.

Design & Technology –

There were no Design & Technology Mentors present at the meeting.

Drama-

Chris Bolton, Drama Mentor at Golden Hillock School reported that the school had received high quality Drama trainees from the University and had employed one as an NQT for next academic year.

Mathematics –

There were no Mathematics mentors present at the meeting

Music-

There were no Music Mentors present at the meeting.

Science –

There were no Science representatives present at the meeting

9 To consider Equal Opportunities issues

There were no equal opportunities issues raised at this meeting..

10 To consider any other business

There were no matters arising.

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

*The next Secondary Partnership Committee Meeting will be held on
Wednesday, 6th November 2013 (Attwood Building A106a 16.30 – 18.30)*

Distribution:

ELSS School of Education		Mentor Representatives	
Peter Carr (Chair)	Secondary Partnership Manager	Claire Barrington	Great Barr School – D & T Mentor
Ian Axtell	Senior Lecturer - Music	Chris Bolton	Golden Hillock School – Drama Mentor
Jean Dyson	Senior Lecturer – Art and Design	Catherine Coates	Perry Beeches School – Professional Mentor
Martin Fautley	Director of Centre for Research	Ryan Everson	Lode Heath School – Art & Design Mentor
Janet Hoskyns	Head of School of Education	Charmaine Goode	Lyndon School Humanities College – Drama Mentor
Suzanne Lawson	Senior Lecturer – D & T	Nicole Goodwin	Arthur Terry School – Art & Design Mentor
Don Newton	Senior Lecturer - Mathematics	Helen Lowe	Leasowes Community College – Drama Mentor
Simon Spencer	Deputy Head of School	Emma Smith	Q3 Academy – Mathematics Mentor
Andrew Steed	Senior Lecturer - Mathematics	Sarah Jessel	Joseph Leckie Academy – Music Mentor
Phil Taylor	Course Director – MTL & EPPS	Dave Russell	Alexandra High School – Professional Mentor
Karen Teasdale	Senior Lecturer - Drama	Gemma Wood	Perry Beeches School – D & T (Textiles) Mentor
Helen Thomas	Senior Lecturer - Science	Helen Flack	Fairfax School– Maths Mentor
		Steve Cornell	The Streetly School – Professional Mentor
		Sanjit Chimber	Maths Mentor