

**Birmingham City University**

**Secondary  
PGCE**

**Design and Technology  
Mentor**

**Training Guide**

**2017/18**

This mentor guide provides easy access to the overview of the PGCE Core and School Direct Secondary programme and outlines the role of the subject/professional mentor within the partnership. The guide has a subject or professional focus to help you with the explicit demands of your mentoring role so that you can easily plan your mentoring interactions with trainee teachers within your context.

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## Introduction to the Partnership

We welcome our partner schools to our PGCE Secondary course which trains specialist teachers of Art & Design, Computer Science, Design & Technology Product Design with Food and Nutrition, Drama, Mathematics, Music, Science (Biology, Physics and Chemistry) and Religious Education, English and Modern Foreign Languages. In addition to these subjects we also support, Geography and History via our School Direct route

This mentor guide contains an outline of the activities tutors, mentors and trainee teachers will engage in as part of the partnership in the training and professional development of future teachers in secondary schools. Our intention is that the information contained in this guide will enable all of our partners to have a holistic understanding of the course and a more specific knowledge of the roles and responsibilities of its stakeholders. In the Faculty of Health, Education and Life Sciences we work on specific subject teaching methodologies and develop trainees thinking and understanding of education, pedagogy and professional issues. Trainee teachers are introduced to the concept of profiling their own achievements, setting targets for their future development, and planning ways of ensuring that they achieve the standards which must be met for the award of QTS (*The Teachers' Standards, DfE, 2012*).

**The PGCE Secondary Course aims to produce highly skilled graduate teachers who:**

- Have a deep knowledge and understanding of learning and teaching enabling them to demonstrate the highest levels of professional practice.
- Are committed early career professionals who are confident, creative, reflective and accountable practitioners, able to teach their subject in contemporary cultural contexts delivering a rich and diverse curriculum.
- Are able to exercise professional judgement, based on an informed understanding of a systematic and coherent body of knowledge related to education and subject pedagogy.

## DBS Enhanced Disclosures and Safeguarding

The University, in its role as effectively the employer is responsible for ensuring that all trainees go through the Enhanced DBS Disclosure process, regardless of whether they already have a recent DBS Disclosure, and for ensuring that there are no issues disclosed that would preclude the trainee from working with children or other vulnerable individuals.

In response to recent requests from partnership schools our trainees will receive a letter from the University to confirm that the DBS process has taken place. Trainees will bring this letter to their placement schools. We are grateful to the schools and professional mentors who have guided us in developing this document.

## Key Contacts

Name	Role	Contact
Kelly Davey Nicklin	PGCE Secondary Programme Leader & Music Subject Leader	0121 331 5176 <a href="mailto:kelly.daveynicklin@bcu.ac.uk">kelly.daveynicklin@bcu.ac.uk</a>
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Craig Davis	Partnership Administrator	0121 331 6591 <a href="mailto:craig.davis@bcu.ac.uk">craig.davis@bcu.ac.uk</a>
John Allin	History Subject Tutor School Direct	<a href="mailto:John.Allin@bcu.ac.uk">John.Allin@bcu.ac.uk</a>
Ian Axtell	Music Subject Tutor	0121 331 7322 <a href="mailto:ian.axtell@bcu.ac.uk">ian.axtell@bcu.ac.uk</a>
Chris Bolton	Drama Subject Leader	0121 331 7323 <a href="mailto:christopher.bolton@bcu.ac.uk">christopher.bolton@bcu.ac.uk</a>
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Peter Carr	Art & Design Subject Leader	0121 331 5156 <a href="mailto:peter.carr@bcu.ac.uk">peter.carr@bcu.ac.uk</a>
Fiona Darby	English Subject Tutor	0121 331 7736 <a href="mailto:fiona.darby@bcu.ac.uk">fiona.darby@bcu.ac.uk</a>
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Jean Dyson	Art & Design Subject Tutor	0121 331 5179 <a href="mailto:jean.dyson@bcu.ac.uk">jean.dyson@bcu.ac.uk</a>
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Michele Hargrave	Music Subject Tutor	<a href="mailto:michele.hargrave@bcu.ac.uk">michele.hargrave@bcu.ac.uk</a>
Kerasia Lefkaditou	MFL Subject Tutor	0121 331 5514 <a href="mailto:kerasia.lefkaditou@bcu.ac.uk">kerasia.lefkaditou@bcu.ac.uk</a>
Helen Lowther	Mathematics Subject Tutor	0121 331 7726 <a href="mailto:helen.lowther@bcu.ac.uk">helen.lowther@bcu.ac.uk</a>
Don Newton	Mathematics Subject Leader	0121 331 7726 <a href="mailto:don.newton@bcu.ac.uk">don.newton@bcu.ac.uk</a>
Paul Sanders	Geography Subject Tutor School Direct	0121 331 6610 <a href="mailto:paul.sanders@bcu.ac.uk">paul.sanders@bcu.ac.uk</a>
Shahla Sheasby	Science Subject Tutor	<a href="mailto:shahla.sheasby@bcu.ac.uk">shahla.sheasby@bcu.ac.uk</a>
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Helen Thomas	Science Subject Leader	0121 331 7342 <a href="mailto:helen.thomas@bcu.ac.uk">helen.thomas@bcu.ac.uk</a>
Simon Tresidder	SKE Programme Lead & Science Subject Tutor School Direct	0121 331 7660 <a href="mailto:simon.tresidder@bcu.ac.uk">simon.tresidder@bcu.ac.uk</a>

Shane Walsh	Mathematics Subject Tutor	<a href="mailto:shane.walsh@bcu.ac.uk">shane.walsh@bcu.ac.uk</a>
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Simon Spencer	Deputy Head School of Education & Drama Subject Tutor	0121 331 7356 <a href="mailto:simon.spencer@bcu.ac.uk">simon.spencer@bcu.ac.uk</a>
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Helen Yorke	Director of Education Partnerships	0121 331 7355 <a href="mailto:helen.yorke@bcu.ac.uk">helen.yorke@bcu.ac.uk</a>

\*Please note that the best method of contact for a swift response from a subject tutor is email contact.

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# Strategic Leadership Committee

The purpose of the Strategic Leadership Committee is to ensure that the future direction of the BCU PGCE programme is driven by a focus on school-led issues. The role of the Chair, professional and subject mentor reps on the Strategic Leadership Committee is to collect feedback from regional schools and to represent them to ensure that the future workforce requirements of partner schools are gathered, collated and implemented as focussed actions for the PGCE programme.

The Strategic Leadership Committee:

- Directly challenges the course team on their improvement plan and their self-evaluation documentation.
- Gathers mentor feedback on placements and the course, and considers trainee feedback through evaluations.
- Provides an essential bridge between HE research and school practice leading to evidence based research and evidence based practice.

If any of our partners would like to provide an input to the Strategic Leadership Committee please contact our Chair Kirsten Pearce [kirsten.pearce@ctckingshurst.academy](mailto:kirsten.pearce@ctckingshurst.academy)

# Birmingham City University Secondary School Training Routes



Secondary ITT

## Secondary Teacher Training Routes

Birmingham City University School of Education supports Secondary School trainee teachers through three distinct teacher training pathways which all provide the opportunity for trainees to be awarded with QTS and a PGCE. The three pathways include a Core PGCE programme, School Direct and the Teach First PGCE. Some schools support our trainees through more than one training route and university tutors work across the three programmes. There are key contacts that you can communicate with on each of the three teacher training routes if you have a specific question about the route that your trainee is following, and any communication that university makes with school will indicate specifically on the correspondence which route we are contacting about.

It is important for our mentors to recognise that the three routes follow different programmes of study, and therefore the requirements of our mentors on each programme are different. Trainees will follow different modules and will be assessed at different times within the academic year. Where possible university tutors within the School of Education have tried to ensure that practice across the three routes is consistent and comparable, however we suggest that mentors are aware of the route that their trainee is following and recognise that this training route may be different to other routes that Birmingham City University trainees are following within their school.

Route	Description	Partnership Page	Trainee Assessments	Key Contacts
<b>Core PGCE</b>	The Core PGCE route places trainees in two contrasting schools over the training year. Trainees gain substantial school based experience whilst studying theory at weekly university workshop days. The partnership trains secondary school teachers of Art & Design, Design and Technology (Food, Product Design and Textiles), Drama, Mathematics, Music, Science (Biology, Chemistry and Physics), RE and Computer Science. Partnership schools receive payments for their work with trainees.	<a href="http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships">http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships</a>	Block Placement A: Midpoint Review, End of Placement Report, Internal School Moderation Block Placement B: Midpoint Review, End of Placement Report, Internal School Moderation Assignment Module 1 (Professional Studies) Assignment Module 2 (Subject Pedagogy) Assignment Module 3 (Professional Enquiry) School Experience Progress Journal (SEPJ): Year Long	Kelly Davey Nicklin- Programme Leader 0121 331 5176 Sarah Bonser – Partnership Lead 0121 331 7736 Craig Davis – Placements Programme Administrator 0121 331 6591
<b>School Direct PGCE</b>	The School Direct route offers a tailored training programme that will meet the needs of training schools, their pupils, their teachers and their trainees. The training programme is designed by schools working in partnership with our university	<a href="http://www.bcu.ac.uk/education/partnerships-and-collaborations/school-direct">http://www.bcu.ac.uk/education/partnerships-and-collaborations/school-direct</a>	This will depend on the agreement between the partner school and the university	Kelly Davey Nicklin – Programme Leader 0121 331 5176 Sarah Bonser – Partnership Lead 0121 331 7736 Craig Davis – Placements Programme Administrator 0121 331 6591
<b>Teach First PGCE</b>	Teach First offer trainee teachers a two-year Leadership Development Programme (LDP) and the University awards the PGCE and QTS. Trainees are placed in a local employing school and begin to teach 60% of a qualified teacher's timetable from September 1 <sup>st</sup> . Trainee progress is continually monitored and supported by employing schools, Birmingham City University and Teach First.	<a href="http://www.bcu.ac.uk/education/partnerships-and-collaborations/teach-first">http://www.bcu.ac.uk/education/partnerships-and-collaborations/teach-first</a>	Summer Institute: June & July including a written assignment that must be passed to begin the course in September Termly Reports: December, March, June Assignment Module 1 (Emerging Philosophy of Teaching and Learning): January Assignment Module 2 (Leading Learning in the Community): May year 1 Assignment Module 3 (Collaborative Learning and Development): May year 2 Assignment Module 4 (Extending Impact and Influencing Others): May year 2 BlueSky Journal: Year long QTS Portfolio: Year long year 1	Caroline Montgomery - Programme Director (West Midlands) 0121 331 7277 Leanne Gould – Programme Director (East Midlands) 0121 331 6742 Sarah Bonser – Partnership Lead 0121 331 7736 Nathan Hawkins - Programme Administrator 0121 331 7699 Michelle Young - Programme Administrator 0121 331 7608

# Course and Placements Overview PGCE and School Direct

Prior to enrolment at BCU trainee teachers spend one week in a Secondary School of their choice '**Home-Based School Experience**' and follow faculty suggested guidance to prepare them for the start of their PGCE training programme. Over the training year trainee teachers undertake teaching practices in two contrasting schools which provide a supportive training environment with progressively more challenging learning opportunities. For the **Block A placement**, trainees are usually paired in their subject on the Core route. For the **Block B placement** trainees are not paired and are placed in a contrasting school from their Block A placement. School Direct trainees are likely to be placed in two different schools during the Block B placement (usually returning to the host school for the last part of the course).

## Block A Experience - Introductory weeks before half-term (Tuesday to Friday, 26<sup>th</sup> September - 20<sup>th</sup> October 2017)

- Structured observations and relevant directed tasks.
- Agree teaching timetable.
- Draft and revise units of work.
- Trainees experience a limited amount of teaching in a supported framework the expectation is that full teaching of some lessons takes place before half-term (enough to inform the midpoint review assessment on 10<sup>th</sup> November 2017).
- Completion of specific tasks in their School Experience Progress Journal (SEPJ).

## Block A Experience – After half-term (Tuesday to Friday, 31<sup>st</sup> October- 22<sup>nd</sup> December 2017)

- Midpoint Review due in on **Friday 10<sup>th</sup> November 2017**.
- Trainees teach **14 hours of a subject timetable between them** (teaching can include team teaching with mentor, paired teaching with other trainees and solo teaching). Each individual trainee must lead on 7 hours of teaching and partner for 7 hours making 14 hours in total. For School Direct trainees the same number of hours applies (7 per trainee).
- Timetabled opportunity (one day) to spend time in a feeder **Primary school**.
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Gain familiarity with a second subject where appropriate.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **22<sup>nd</sup> December 2017**.

## Block B Experience – Introductory weeks before half-term (Tuesday to Friday, 23<sup>rd</sup> January - 16<sup>th</sup> February 2018)

- Structured observations and relevant directed tasks.
- Agree teaching timetable for block placements including form tutor role and a one week 'Enrichment' placement. 'Enrichment' placements should enable trainees to further develop their experience and understanding in an aspect of their training not yet addressed (e.g. post-16 teaching, EAL, SEND, etc.) Post-16 should be prioritised for the 'Enrichment' placement if there is no provision for this in either the trainees' Block A or Block B placements. The 'Enrichment' placement should take place in a different school.
- Draft and revise units of work/ undertake preparatory tasks.
- Completion of specific tasks in the SEPJ.

## Block B School Experience – After half-term (Monday – Friday, 26<sup>th</sup> February- 25<sup>th</sup> May)

- Midpoint Review due in on **Friday 9<sup>th</sup> March 2018**.
- Trainees teach **15 hours of their first subject per week**.
- Trainees undertake the range of duties and responsibilities expected of NQTs (form tutoring, break duties, reporting to parents, meetings and contributing to the life and ethos of the school).
- Completion of relevant SEPJ tasks.
- Gathering of evidence toward the Teachers' Standards.
- Trainee to complete their 'Enrichment' placement (5 days) as outlined above.
- Mentors complete an assessment of trainees' progress called the 'end of placement report' due in by **Friday 25<sup>th</sup> May 2018**.



## Progress Review Days

These are days when trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.

## Year Overview

	2017/18 W/C	Monday	Tuesday	Wednesday	Thursday	Friday
05	28 August	HBSE (in advance)				Induction & enrolment
06	04 September	<b>University-based training week (Professional Studies)</b>				
07	11 September	<b>University-based training week (Professional Studies)</b>				
08	18 September	<b>University-based training week (Professional Studies, Mentor training Weds 20<sup>th</sup> Sept)</b>				
09	25 September	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
10	02 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
11	09 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
12	16 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
13	23 October	<b>Block A Planning &amp; Preparation/School Half Term</b>				
14	30 October	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
15	06 November	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
16	13 November	Progress Review Mtg BCU	Block A school	Block A school	Block A school	Block A school
17	20 November	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
18	27 November	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
19	04 December	Reading & Study Day BCU	Block A school	Block A school	Block A school	Block A school
20	11 December	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
21	18 December	Subject Workshop BCU	Block A school	Block A school	Block A school	Block A school
22	25 December	<b>Christmas Holiday</b>				
23	01 January					
24	08 January	<b>University-based training week (Professional Studies)</b>				
25	15 January	<b>University-based training week (Professional Studies, Mentor training Weds 17<sup>th</sup> Jan)</b>				
26	22 January	Subject Workshop BCU	Block B school	Block B school	Block B school	Block B school
27	29 January	Subject Workshop BCU	Block B school	Block B school	Block B school	Block B school
28	05 February	Prof Studies Day BCU	Block B school	Block B school	Block B school	Block B school
29	12 February	Prof Enquiry Day 1 BCU	Block B school	Block B school	Block B school	Block B school
30	19 February	<b>Block B Planning &amp; Preparation/School Half Term</b>				
31	26 February	Block B school	Block B school	Block B school	Block B school	Block B school
32	05 March	Block B school	Block B school	Block B school	Block B school	Block B school
33	12 March	Progress Review Mtg BCU	Block B school	Block B school	Block B school	Block B school
34	19 March	Block B school	Block B school	Block B school	Block B school	Block B school
35	26 March	Block B school	Block B school	Block B school	Block B school	<b>Easter</b>
36	02 April	<b>Easter Holiday</b>				
37	09 April					
38	16 April	Prof Enquiry Day 2 BCU	Block B school	Block B school	Block B school	Block B school
39	23 April	Block B school	Block B school	Block B school	Block B school	Block B school
40	30 April	Block B school	Block B school	Block B school	Block B school	Block B school
41	07 May	Bank Holiday	Block B school	Block B school	Block B school	Block B school
42	14 May	Block B school	Block B school	Block B school	Block B school	Block B school
43	21 May	Block B school	Block B school	Block B school	Block B school	Block B school

44	28 May	<b>School Half Term – End of Block B placement</b>
45	04 June	<b>Research Phase</b>
46	11 June	
47	18 June	
48	25 June	<b>University- Final Week</b>

Subject Workshop days and other BCU days in blue indicate sessions where external School Direct or SCITT trainees attend BCU (as agreed with the partnership director – this may not apply to all external partners).

## Key Dates

### Assignment Submission Dates

Module / Assignment	Formative Feedback Date	Final Submission Date
Pre course task Diagnostic Assignment	N/A	22/9/17
EDU7344 School Experience 1	10/11/17 (Midpoint Review)	22/12/17 (End of placement report)
EDU7343 Professional Studies	13/11/17	8/1/18
EDU7346 Secondary Subject Pedagogy	12/3/18	16/4/18
EDU7344 School Experience 2	9/03/18 (Midpoint Review)	25/5/18 (End of placement report)
EDU7342 Professional Enquiry	12/03/18	‘Core’ Presentations: 19/6/18 or 20/6/18  ‘School Direct’ Presentations (RSA, Haybridge, Sidney Stringer): 18/6/18

### Block A School Experience Key Dates

School Experience 2		
Midpoint Review	10/11/17	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a>
Progress review meeting 2	13/11/17	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees’ progress to date.
End of Placement Report	22/12/17	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a>
Placement Evaluation	22/12/17	A link to the online placement evaluation will be emailed out to all subject and professional mentors.

## Block B School Experience Key Dates

School Experience 2		
Midpoint Review	10/3/18	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a>
Progress review 4	12/3/18	Trainees are required to attend University for all or part of the day to meet with their Personal Development Tutor to discuss the trainees' progress to date.
Professional Enquiry Day 2	16/04/18	Trainees are required to attend University for the day for activities relating to their Professional Enquiry assignment.
End of Placement Report	25/5/18	Send via email to <a href="mailto:secondarytpdocuments@bcu.ac.uk">secondarytpdocuments@bcu.ac.uk</a> (Please note that part of this document needs to be signed using a hand written signature, Scanned versions sent via email are accepted.)
Placement Evaluation	25/5/18	A link to the online placement evaluation will be emailed out to all subject and professional mentors

## Design and Technology Training Overview

Throughout the training year the University runs compulsory professional and subject training days which trainees attend before either the Block A school or Block B school placements and on Mondays during the placement period. The university based training days develop the trainee's knowledge of professional and subject teaching issues.

During Design and Technology training trainees are supported in both planning for learning and the development of new skills that have been identified as weaknesses in the subject knowledge audits. Key understanding across all materials areas is promoted within the workshop days, these sessions are time limited in their capacity to cover all required knowledge, but aim to give a grounding in key concepts, technical knowledge and practical application. Trainees are encouraged to work beyond their own specialisms to gain the confidence to become multi – disciplinary practitioners in design and technology departments.

The trainees explore through discussion aspects of the developing curriculums in both Key stage 3, 4 and 5. Recognition of the ever changing landscape and political climate and its impact upon the way in which the subject is taught in schools underpins the approaches to the desired ethos. Trainees are encouraged to question pedagogical approaches and design teaching for the 21<sup>st</sup> century classroom. They are encouraged to attend the visit to London as this is also an opportunity to consider the management and planning of a school trip. The selected sites visited vary according to the emergent needs of the trainees, and new development of the subject, however, we usually travel to London in order to encourage trainees to build confidence in organising visits that enable awareness of culture and promoting British Values.

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

### Indicative Subject Workshop focusses.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
Subject audit(s) and Subject Action Plans Reading on key areas of subject knowledge as required by individuals	<b>Subject Knowledge</b> <ul style="list-style-type: none"> <li>Audits and identifying areas for development</li> <li>Addressing areas for development</li> <li>Key concepts, conceptual journeys and misconceptions</li> </ul>	Individual study to address specific areas of subject knowledge. Up-dating Subject Action Plan.
Reading on subject pedagogy and pedagogical content knowledge.	<b>Signature Pedagogies in the specialist subject</b> <ul style="list-style-type: none"> <li>Lesson structures</li> <li>Classroom and activity management</li> <li>Questioning</li> <li>Planning</li> </ul>	Planning for learning in subject teaching reflects subject learning and teaching based on reading, taught sessions and placement experience.
Reading of national and local frameworks such as subject examination specifications.	<b>Subject Content</b> <ul style="list-style-type: none"> <li>Subject philosophies and approaches in food teaching, provenance and sustainable practices, organic, genetic modifications. Working with vegetables, soups, risotto, modern approaches to bread, flat breads and alternative raising agents.</li> <li>Examination specifications are interrogated as and when developments are released, due to recent updates these topics are approached throughout this year.</li> <li>National and local expectations</li> <li>Breadth and depth looking at the requirements for changes to food skills taught in schools.</li> <li>Safeguarding, Level 2 food hygiene certificate, core Health and Safety in the work shop with risk assessment.</li> </ul>	Input to lesson plan reflections on personal philosophy and approach to specialist subject teaching and how this impacted upon the taught topics.  Recognition of the application of personal philosophy in placement experience and the skills required to demonstrate good subject knowledge in teaching.  Up-dating Subject Action Plan.

	<ul style="list-style-type: none"> <li>Product design skills, finishing fixings, but joint construction through making a sample of a 'phone holder', vacuum forming, understanding equipment used in the wood shop.</li> <li>Food science, emulsions, coagulation, foams, choux pastry, portioning a chicken. Working with savoury recipes to encourage healthy eating, provenance and broad knowledge of balanced diets.</li> <li>Working with textiles, garment construction, smart materials and modern materials, ¼ scale modelling. Sublimation printing and decorative techniques, electronic textiles.</li> </ul>	
Reading on selected issues from specialist subject perspectives.	<p><b>Learning in the specialist subject</b></p> <ul style="list-style-type: none"> <li>Engagement and motivation</li> <li>Resources and activities</li> <li>Differentiation</li> <li>Scaffolding, modelling, demonstrating and explaining</li> <li>Subject links to the wider curriculum.</li> <li>Organising visits to appropriate places, the new Design museum London, Borough market, V&amp;A Museum, Liberty of London. The London trip in the winter term is organised to explore extracurricular experiences for pupils.</li> <li>Peer tutoring to share good practice, trainees enter the course with a variety of specialist knowledge, opportunity to share this in a peer tutoring workshop is always effective in building new</li> </ul> <p>• Knowledge and recent industrial understanding.</p>	Reflections on subject learning and teaching based on reading, taught sessions and placement experience, evidence through the subject pedagogy assignment.
<p>Reading on assessment policy and practice of subject.</p> <p>Reading and research to understand assessment practice in placement schools.</p>	<p><b>Effective Practice in Assessment</b></p> <ul style="list-style-type: none"> <li>Effective assessment and subject values</li> <li>Methods of assessment and meaningful data</li> <li>Evidence of progress pictorial assessment of practical outcomes for pupil progress and reflection.</li> <li>Assessment for Learning</li> <li>Marking and mark schemes use of descriptors for practical and design capability, PiXL and other external assessment packages.</li> </ul>	Effective use of assessment seen in reflections of planned taught activities in School experience journal based on reading, taught sessions and placement experience.
<p>Reading on policy and practice to support individual learners</p> <p>Reading and research to understand the range of learning needs in placement schools.</p>	<p><b>Meeting needs</b></p> <ul style="list-style-type: none"> <li>SEN, EAL and other categories</li> <li>The most able</li> <li>Working with additional adults</li> <li>Pupil premium in the DT provision of ingredients and materials for practical activity.</li> <li>Promoting articulation and subject literacy through subject teaching key words and terminology linked to DT and Food and nutrition teaching.</li> </ul>	Journal reflections on subject learning and meeting needs based on reading, taught sessions and placement experience.

# Year-Long Plan (Subject to change) 2017 -18 Overview



Subject/Phase:	Design and Technology Product Design with Food and Nutrition
Completed by:	Tracey Goodyere

## Day 1

Theme of day:	Exploration of the Curriculums for Design and technology with Food and Nutrition.
Date:	<b>18/09/2017</b> – Core <b>BNF Meat and education session</b>

## Day 2

Theme of day:	The use of demonstrations in Product Design and Food teaching Pedagogy
Date:	<b>25/07/2017 –Core</b>

## Day 3

Theme of day:	Peer Demonstrations in Product Design and Food teaching Pedagogy
Date:	<b>02/10/2017 – Core</b>

## Day 4

Theme of day:	The use of Modelling in design and technology teaching
Date:	<b>09/10/2017 – Core</b>

## Day 5

Theme of day:	Investigating food and material science
Date:	16/10/2017 Core

## Day 6

Theme of day:	London Trip
Date:	30/10/2017 Core

## Day 7

Theme of day:	Health and safety Core Level
Date:	06/11/2017 Core

## Day 8

Theme of day:	Construction and finishing methods in Product design and Food
Date:	20/11/2017 Core

## Day 9

Theme of day:	Working with Electronics and programmable components with sublimation printing
Date:	27/11/2017 Core

## Day 10

Theme of day:	Food provenance sustainable design concepts, with a focus upon the requirements of the new GCSE's <i>invited guest 'practical action' free resource</i>
Date:	11/12/2017 Core

## Day 11

Theme of day:	Assessment practice in DT for and of learning
Date:	18/12/2017 Core

## Day 12

Theme of day:	Pedagogical approaches to meet the requirements for EAL and SEND learners in subject specific teaching.
Date:	22/01/2018 Core

## Day 13

Theme of day:	The new DT and Food Curriculums at Key stage 4 and 5
Date:	29/01/2018 Core

# Key Mentor and Trainee Documentation

Partner schools are reminded that the Secondary Partnership website includes the key documents relating to the PGCE Secondary and School Direct course for partner schools. The resources below can be found by navigating the tabs on the partnership homepage: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/overview>

## Placement documentation:

- **Midpoint Review-** Analyses the progress at the midpoint of the placement against the Teachers' Standards. A Midpoint review is completed during both school placement 1 and 2 by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process.
- **Trainee Support Framework-** Outlines the process of extra support through support plans to a cause for concern.
- **End of Placement Report Form-** A summative report of the trainee's attainment at the end of the school placement. The end of placement report form is completed by the subject mentor and the trainee. The professional mentor and university tutor will moderate this process.
- **Internal School Moderation Form (Block B school placements only)** - A record of internal school moderation of trainee teachers. Moderation should be conducted by the professional mentor or a mentor from a different subject area in discussion with the subject mentor with responsibility for the trainee.
- **Placement Evaluation-** This will be sent out to partner schools with further instructions via the BCU placements office.

## Weekly documentation:

- **School Experience Progress Journal (SEPJ)** - Evidences progress over a placement. It provides a structure for weekly target setting, reflection and the collection of evidence and should be used to inform weekly mentor meetings. The SEPJ contains tasks that must be completed during the school placement.
- **Review and Analysis Forms (R&A)** - These are the forms where formal observations must be recorded. It is expected that trainees will be observed twice per week as a minimum. Written formative feedback will be provided on an R&A form which focusses on three Teaching Standards. These standards will be assessed using the university formative descriptors for trainees which grades trainees as 'Emerging, Establishing, Embedding or Enhancing'.
- **Formative Descriptors for Trainees (teaching standards tracker)** - Formative feedback guidance produced through collaboration between UCET and the HEA. The guidance provides a set of statements that outline the minimum standard that can be expected of trainee teachers at each stage of their development 'Emerging- Enhancing'. This document is used during observations and when completing formal/informal reviews of trainee progress.

## Documents for Trainees:

- **Unit of work and lesson plan template-** For mentors to sign off prior to a trainees teaching.
  - **BCU Timetable Template-** For trainees to upload to Moodle so that university tutors know trainee timetables.
  - **Professional Progress Pen Portrait**
  - **Subject Knowledge Action Plan**
  - **Professional Practice Audit**
- Should be reviewed by mentors to support the setup of the placement.



# Roles and Responsibilities

## The Professional Mentor:

- Organises and quality assures a trainee teachers' programme of activities during any induction stage and outside of the specialist subject
- Ensures that trainee teachers will not at any point be asked to cover for absent teachers
- Ensures that at all times trainee teachers are under the supervision of a qualified teacher
- Assigns trainee teachers to a tutor group (except for Block A school Serial placement)
- Arranges opportunities for observation outside the specialist subject
- Arranges opportunities for experience in a second subject during block placements
- Arranges for trainees to visit feeder Primary schools in school placement 1 and for post 16 experience in school placement 1 or 2.
- Provides opportunities for trainee teachers to attend appropriate school meetings
- Provides an appropriate CPD programme to complement the professional training provided at university covering whole school issues
- Monitors and contribute to a trainee teachers' completion of the SEPJ tasks
- Observes the trainee teaching **at least once** per placement through the completion of a **joint observation** with the subject mentor and gives feedback using the university R&A form
- Moderates the subject mentor's assessment of the trainee teacher
- Provides support for subject mentors in target setting and assessment
- Contributes to the completion of the End of Placement Report
- Quality assures subject mentoring in school, ensuring that subject mentors complete the duties outlined below.

## The Subject Mentor:

- Organises a programme of observation and teaching within the specialist subject across different ages and abilities
- Supports the development of subject specific pedagogies and strategies for learning and teaching whilst developing a subject ethos and philosophy
- Provides access to the subject department's units (schemes) of work and relevant examination specifications materials
- Supports and guides the lesson planning process for the preparation of units of work
- Ensures the opportunity for trainee teachers to teach their specialist subject, as appropriate to the stage of training, including KS3, KS4, and, where possible, post-16 groups
- Provides access to relevant pupil information, such as assessment records and IEPs
- Assesses the quality of the SEPJ tasks
- Observes the trainee teaching **two times per week as a minimum** and provides written feedback on the university R&A form.
- Completes **at least one joint observation with the professional mentor** and **at least one joint observation with a university tutor** per placement.
- Signs off units of work before the trainee begins to teach.
- Provides a timetabled weekly review and guidance session.

- Reports progress of trainee teachers 'with professional mentors and university tutors.
- Provides opportunities for checking, signing and grading (where appropriate) SEPJ tasks which contributes to the achievement of the Teachers' Standards.
- Sets future Teachers' Standards targets, using the Weekly Review sheet.
- Regularly scrutinises trainee teachers' School Experience Files, including their written evaluations of teaching and their assessment records during Block placements
- Contributes to the Mid-point review indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern
- Contributes to End of Placement Report at the end of each placement.
- Provides a final assessment of the trainee teacher's achievement of the Teachers' Standards (**School placement 2 only**).
- Assists with drafting the Career Entry and Development Profile (**School placement 2 only**).

Where trainees are teaching classes other than the subject mentor's we would encourage the class teacher to observe, both formally and informally, and give feedback. However, it is important that the subject mentor manages the process to ensure that the training experience remains coherent and targeted.

### The University Tutor:

- Is a subject specialist tutor who supports the trainee throughout the PGCE programme.
- Is responsible for placing the trainee in their Block A school and Block B school placements and ensuring that these offer a contrasting experience (with the exception of School Direct).
- Holds termly progress review meetings with trainees to discuss their progress towards achieving the Teachers' Standards.
- Is accountable for the delivery of PGCE modules and the marking and feedback of assignments (for those trainees following the Core route).
- Quality assures the quality of the SEPJ tasks.
- Agrees and monitors targets in relation to subject knowledge based on the subject knowledge audit.
- Provides an initial visit to each placement school to quality assure the provision.
- Visits the trainee **at least once** during Block A school and Block B school placements.
- Liaises with subject and professional mentors to ensure that appropriate training and CPD is provided throughout the placement.
- Jointly **observes the trainee teaching at least once** per placement **with the subject mentor**.
- Moderates the assessments made by school including lesson observations, feedback and the end of placement report.
- Liaises with placement schools to ensure that trainees are provided with Post- 16 experience.
- Recommends and assists in the organisation of visits by external examiners.
- Supports the trainee to complete their Career Entry Development Profile.
- Provides the trainees with a reference.

### The Trainee Teacher:

- Will attend all taught sessions in the Faculty and carefully read all the information they are given to prepare themselves for school experience.
- Must attend timetabled progress review meetings in the Faculty and prepare for these as appropriate.
- Must be aware of the requirements for each placement and professionally negotiate an appropriate timetable which must include weekly timetabled training with mentors.
- Are responsible for their development towards meeting their agreed targets and the accumulation of appropriate evidence.
- Are responsible for their SEPJ and the evidence within it to demonstrate their progress towards the Teachers' Standards.
- Must follow guidelines for the professional behaviour expected in schools and demonstrate that they are meeting Part Two of the Teachers' Standards.
- Must work within the safeguarding protocols of the placement school.
- Must follow the requirements for school experience in relation to medium and short term planning, and ensure that units of work are signed by subject mentors before they can begin teaching.
- Should act upon advice given and targets set by mentors and tutors.
- Should negotiate appropriate learning opportunities for themselves.
- Is responsible for supporting the learning of pupils and passing on information to the class teacher.
- Is responsible for keeping their subject knowledge up to date.
- Is responsible for setting cover for classes that they would be teaching if they are not in school.

# Observation and feedback in Design and Technology Food and Nutrition

Subject mentors should formally observe trainees teach **at least two lessons per week** and give trainee teachers written feedback using Review and Analysis forms. The Review and Analysis form alongside the formative descriptors for trainee teachers on the Birmingham City University Teachers' Standards tracker should be used to indicate trainees' progress towards meeting the Teachers' Standards. The use of the formative descriptors helps the trainees and mentors to devise and take 'next steps' towards progress targets. Additionally, the descriptors strengthen consistency across the partnership by helping mentors, tutors and trainees to articulate the expectations that we have for achieving each of the Teachers' Standards.

## Formative Descriptors for Trainees (Teachers' Standards Tracker)

Formative feedback guidance is set out for each Standard using progressive headings:

**Emerging → Establishing → Embedding → Enhancing**

S1: Set high expectations which inspire, motivate and challenge pupils				
Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
a) Establish a safe and stimulating environment for pupils, rooted in mutual respect	<p>Unable to demonstrate the ability to encourage pupils to participate and contribute and/or create an atmosphere conducive to learning.</p> <p>Inadequate or inconsistent rapport developed with individuals and groups such that engagement in learning is hampered.</p> <p>Regularly require the intervention of other professionals to assist in maintaining a purposeful and safe learning environment.</p>	<p>Demonstrate the ability to encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Develop a rapport with a range of individuals and groups so that most pupils are engaged in their learning.</p> <p>Routinely demonstrate the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.</p>	<p>Usually encourage pupils to participate and contribute in an atmosphere conducive to learning.</p> <p>Show respect for, and be well respected by, learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate an extended range of strategies to establish and maintain a purposeful learning environment.</p>	<p>Consistently encourage pupils to participate and contribute in an atmosphere highly conducive to learning.</p> <p>Show high levels of mutual respect between the trainee and pupils. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities.</p> <p>Demonstrate innovative and creative strategies to establish and maintain a purposeful and safe learning environment.</p>
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<p>Routinely requires the support of another professional to set goals that stretch and challenge pupils.</p>	<p>Routinely set goals that engage most pupils in their learning including those from the range of backgrounds represented and with special educational needs and/or disabilities.</p>	<p>Set goals that motivate, enthuse and motivate most pupils.</p>	<p>Set goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils.</p>
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	<p>Unable to demonstrate positive attitudes, values and behaviour. Shows inconsistent or unequal respect for pupils, colleagues, parents/carers and lacking support for the ethos of the school. Unable to demonstrate sufficient enthusiasm for working with pupils and/or for teaching and learning.</p>	<p>Be able to demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and support the ethos of the school. Demonstrate enthusiasm for working with pupils and for teaching and learning.</p>	<p>Usually demonstrate positive attitudes, values and behaviour. Show respect for pupils, colleagues, parents/carers and actively support the ethos of the school. Most learners are enthused and motivated to actively participate in their learning.</p>	<p>Consistently demonstrate positive attitudes, values and behaviours. Show high levels of respect for pupils, colleagues, parents/carers and energetically support the ethos of the school. Generate high levels of enthusiasm, participation and commitment to learning for all pupils.</p>

For formative feedback purposes only, guidance is given for each sub-heading of each Standard. The language of the formative descriptors should be adopted during written and verbal feedback. This is to support trainees and mentor to *track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard* (DfE). Please see the notes on summative assessment below.

The statements in relation to Part One of the Teachers' Standards set out typical characteristics of the practice of trainees. The expectation is that their practice will demonstrate improvement throughout their training and beyond. The formative feedback helps trainees and their assessors to identify progress in their achievement towards the Standards through the levels. Judgements from observations will be based on an assessment of the available evidence to decide which descriptor provides the 'best fit'. Formative feedback must be given for **achievement only**, not effort, intention or as a motivator

In design and technology food and nutrition, there are other considerations that would feature in effective feedback to trainees in terms of practical activity. It is good practice to identify the trainee's ability to manage classrooms by meeting the health and safety requirements to include food hygiene and safety. Specific feedback on working with a range of materials, ICT subject specific platforms and related skills are also areas to focus upon in order to ensure that trainees are prepared to teach across a variety of subjects.

## Review and Analysis Forms

All formal lesson observations must be completed using the BCU Review and Analysis forms (R&A). A copy can be downloaded at: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships/documentation>

<p style="text-align: center;">PGCE Secondary Review and Analysis Form</p> <p style="text-align: center;"><b>Part B: Lesson Summary and Targets:</b></p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 60%;"> <p><b>Lesson strengths: (three minimum)</b></p> <p><b>List strengths linked to the 3 focus standards, refer explicitly to the standard strands</b></p> </div> <div style="width: 35%; text-align: center;"> <p>Teachers' Standard(s) no(s) to be added:</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 60%;"> <p><b>Developmental targets arising out of the lesson: (one minimum, no more than three).</b></p> <p>How can the trainee promote better pupil learning and progress?</p> <p><b>Provide targets that are linked to the 3 focus standards- try not to use the same strands as a strengths and developmental area</b></p> <p>Subject specific target(s)</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> </div> <div style="width: 35%; text-align: center;"> <p>Teachers' Standard(s) no(s) to be added:</p> </div> </div>	<p style="text-align: center;">PGCE Secondary Review and Analysis Form</p> <p style="text-align: center;"><b>Part A: Formative Feedback</b></p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 60%;"> <p><b>Choose only 3 standards to focus on</b></p> </div> <div style="width: 35%; text-align: center;"> <p>Formative Feedback Assessment (Emerging)</p> </div> </div> <p><b>Use the language on the Standards Tracker to provide feedback on what is observed.</b></p> <ul style="list-style-type: none"> <li>• Comment on the progress within the 3 identified standards</li> <li>• Refer explicitly to the standard strands (5a, 6b) within the feedback</li> <li>• Strengths and areas for development are determined in terms progress against the teaching standards</li> </ul>
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Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback
TS1 (b) Set Goals that stretch and challenge pupils of all backgrounds abilities and dispositions.	<b>EMB</b>
TS2(c) Guide pupils to reflect on the progress they have made and their emerging needs.	<b>EST</b>
TS5 (d) Have a clear understanding of the needs of pupils .....	<b>EMB</b>

**PART A: Formative comments from observations OR summary of training session/discussion:**

The lesson began promptly with all of the resources organised and ready for the pupils, to collect as they entered, a good environment was set with clear instructions and expectations, well done this sets the tone of the lesson(TS5a). The digital whiteboard and physical whiteboard were used effectively to demonstrate to the class the perspective views you have identified to explain today, consider how the pupils might be supported more explicitly in their use of technical language, how do you know they have understood the concepts that you describe? It was apparent that the pupils are aware of your expectations as they very quickly begin to engage in the planned activities, (TS1c) at this stage you circulated the room extensively to ensure that the pupils were working on the task, how do you think they could have measured their progress during this session ?

You have planned an activity that is designed to engage the learners, by motivating competition in the form of a quiz, the Kahoot challenge was a good strategy to incorporate enjoyment into the lessons (TS4b), the boys were very excited by this and engaged fully in the activity, at times they were a little over excited, what behaviour management planning did you consider in order to ensure that they did not dominate this stage of the lesson?

You identified that Josh requires additional support, well done, he had a differentiated sheet to support his understanding and he had a TA, did you plan with her how she will support the lesson? Could you use her to enable you to track his progress? She interacted in a minimal way was this a planned withdrawal of her support?

There was a fire alarm that affected the end of the lesson in torrential rain, you did well to try calm the pupils who were very unsettled from this interruption (TS7a). The noise level from the rain was extreme and you coped well to overcome this really difficult environmental interruption. You used a plenary question technique to dismiss from the room this calmed the exit.

**Part B: Lesson Summary and Targets:**

<b>Lesson strengths: (three minimum)</b> <ul style="list-style-type: none"> <li>Resources were well prepared, this allowed good progress in the lesson.</li> <li>Your explanations demonstrated a good example of the use of modelling techniques.</li> <li>There was evidence of good relationships between you and the pupils, they were keen to please you and gain your opinion of the work they were producing.</li> </ul>	<b>Teachers' Standard(s) no(s) to be added:</b> TS5a TS3a  TS7d
<b>Developmental targets arising out of the lesson: (one minimum, no more than three).</b> <b>How can the trainee promote better pupil learning and progress?</b> <ul style="list-style-type: none"> <li>Reflect on how you monitor the progress that pupils are making, we discussed how you have used 'show and tell' try to devise further strategies that work in a similar way.</li> <li>Deploy support staff by negotiation of their role in the lesson, inform the TA of your expectations for her interventions in the lesson and discuss how progress will be monitored.</li> </ul> <b>Subject specific target(s)</b> <ul style="list-style-type: none"> <li>Differentiate your subject specific questioning with the pupils in order to promote Blooms taxonomy, identify the questions you will ask and of whom, so that the questioning is targeted appropriately.</li> </ul>	<b>Teachers' Standard(s) no(s) to be added:</b>  TS6b  TS8c  TS3a

## Weekly mentor meetings

A weekly mentor meeting between the trainee teacher and the subject mentor should be timetabled, so that progress and achievement can be evaluated systematically and future targets set. To prepare for this meeting and to ensure that time is used productively, trainee teachers should complete the first part of the Weekly Review sheet (found in the SEPJ) in advance. This will then be discussed with the mentor and future targets agreed.

Weekly review meetings should seek to guide trainees in their progress against meeting the standards. During a weekly meeting mentors might cover the following as part of their discussions:

- Planning for learning consolidation of ideas that could be used to plan activities in lessons.
- Audit that the necessary technical support has been requested, this might be with regard to preparation of teaching resources to include practical set up and purchase of food consumables and or teaching resource for practical lessons, which are normally prepared by technicians.
- Monitoring of the progress of the SEPJ journal and SEPJ tasks in order to ensure that the trainee is making progress in their collation of evidence that is graded against the formative descriptors.
- Discussion regarding the acquisition of further subject knowledge in the subjects that are not their specialism, observation opportunities, working with technicians and supporting other colleagues during lessons, access to these resources may need to be managed with support from the mentor.
- Support with subject specific health and safety requirements that include the use of planning frameworks to identify where risk assessments must be included in approaches to planned activities.
- Discussion regarding assessment for learning and of learning, ideas to support the trainee in managing assessment of practical outcomes and marking and feedback that guides pupils in improving their progress.
- Dissemination of subject developments that relate to the teaching in subject, in particular those that relate to the new suite of GCSE's and or technical awards, key stage 5 qualifications.
- Ideas to promote the use of subject specific ICT to include CAD, CAM and on line resources.
- Health and wellbeing monitoring that identifies how the trainee is coping and what strategies are being developed to support the resilience and coping strategies for trainee teachers.
- Whole school issue that are relevant to the trainee, attendance to CPD, form group duties, extra-curricular opportunities and looking for ways in which Part 2 can be evidenced through broader involvement in whole school activities.
- Support with assignment completion, a requirement of the PGCE, discuss progress to date and support that may be available to the trainee from other departments in the school or know subject networks familiar to the mentor. Trainees should be encouraged to share their progress review meeting documentation and ensure that timetables, and review and analysis forms have been uploaded to the University Moodle submission points for monitoring.

## References and Additional Information

BCU (2016) Secondary Partnership Website. Available at: <http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships>

Holden, G (2016) *National Standards for school-based initial teacher training (ITT) mentors*. Crown copyright 2016. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/536891/Mentor\\_standards\\_report\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf)

### Subject Specific References:

Throughout the placement trainees are required to read literature in support of their developing knowledge, they are required to use a broad range of sources as references in support of the academic writing they produce. Below are the suggested sources for some reading. Using a range of text is promoted by the University in order to demonstrate scholarly activity.

Owen-Jackson G (ed), (2008), *Learning to Teach Design and Technology in the Secondary School, Second Edition*, Oxford, Routledge

Owen-Jackson G (ed), (2007), *A Practical Guide to Teaching Design and Technology in Secondary School*, Oxford, Routledge

Barlex D (ed), (2007), *Design and Technology - for the Next Generation*, Whitchurch, Cliffeo Communications

Anderson P, Forshaw S, Parkman P and Alldritt G (2011) *Design and Technology Foundations Food Technology KS3* (Design and Technology Foundation), Cheltenham, Nelson Thornes

Anderson P, George G, Boyd J and Eason D (2011) *Design and Technology Foundations Textiles Technology KS3* (Design and Technology Foundation), Cheltenham, Nelson Thornes