BIRMINGHAM CITY University

Birmingham City University

Secondary
PGCE

Art and Design 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 (Food & Textiles), Drama, English, Mathematics, Modern Foreign Languages, Music, Science (Biology, Physics and Chemistry) and Religious Education. In addition to these subjects we also support Geography, History, Psychology and PE via our School Direct route. The course was rewritten in 2016 by a team of tutors and mentors from the Faculty of Health, Education and Life Sciences at Birmingham City University and secondary school partners in the West Midlands. We are very grateful to all who participated in this as part of the practical outworking of partnership.

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 kelly.daveynicklin@bcu.ac.uk
Sarah Bonser	Partnership Lead Mathematics Subject Tutor	0121 331 7736 sarah.bonser@bcu.ac.uk
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Craig Davis	Partnership Administrator	0121 331 6591 craig.davis@bcu.ac.uk
John Allin	History Subject Tutor School Direct	John.Allin@bcu.ac.uk
Ian Axtell	Music Subject Tutor	0121 331 7322 ian.axtell@bcu.ac.uk
Chris Bolton	Drama Subject Leader	0121 331 7323 4hristopher.bolton@bcu.ac.uk
Angela Bowes	MFL Subject Tutor	angela.bowes@bcu.ac.uk
Peter Carr	Art & Design Subject Leader	0121 331 5156 peter.carr@bcu.ac.uk
Fiona Darby	English Subject Tutor	0121 331 7736 fiona.darby@bcu.ac.uk
Stuart Davison	Computer Science Subject Leader	0121 331 7375 stuart.davison@bcu.ac.uk
Martin Duke	Mathematics Subject Tutor	0121 331 7726 martin.duke@bcu.ac.uk
Jean Dyson	Art & Design Subject Tutor	0121 331 5179 jean.dyson@bcu.ac.uk
Tracey Goodyere	Design & Technology Subject Leader	0121 331 7369 tracey.goodyere@bcu.ac.uk
Helen Handford	English Subject Tutor	Helen.handford@bcu.ac.uk
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Don Newton	Mathematics Subject Leader	0121 331 7726 don.newton@bcu.ac.uk
Paul Sanders	Geography Subject Tutor School Direct	0121 331 6610 paul.sanders@bcu.ac.uk
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Helen Thomas	Science Subject Leader	0121 331 7342 helen.thomas@bcu.ac.uk
Simon Tresidder	SKE Programme Lead & Science Subject Tutor	0121 331 7660 simon.tresidder@bcu.ac.uk
Shane Walsh	Mathematics Subject Tutor	shane.walsh@bcu.ac.uk
Jennifer Whitford	Religious Education Subject Leader	0121 331 7614 jennifer.whitford@bcu.ac.uk
Kevin Mattinson	Head of School of Education	0121 331 7337 kevin.mattinson@bcu.ac.uk
Simon Spencer	Deputy Head School of Education & Drama Subject Tutor	0121 331 7356 simon.spencer@bcu.ac.uk
Davinder Dosanjh	Head of Dept. Secondary & Post Compulsory Education	0121 331 6865 davinder.dosanjh@bcu.ac.uk
Helen Yorke	Director of Education Partnerships	0121 331 7355 helen.yorke@bcu.ac.uk

*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 and 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

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
Core PGCE	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.	http://www.bcu.ac.uk/education/partnerships-and-collaborations/secondary-partnerships	**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
School Direct PGCE	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	http://www.bcu.ac.uk/education/partnerships-and-collaborations/school-direct	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
Teach First PGDE	Teach First offer trainee teachers a two-year Leadership Development Programme (LDP) and the University awards the PGDE and QTS. Trainees are placed in a local employing school and begin to teach 60% of a qualified teacher's timetable from September 1st. Trainee progress is continually monitored and supported by employing schools, Birmingham City University and Teach First.	http://www.bcu.ac.uk/education/partnerships-and-collaborations/teach-first	**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, 26th September - 20th 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 10th November 2017.
- Completion of specific tasks in their School Experience Progress Journal (SEPJ).

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

- Midpoint Review due in on **Friday 10th 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 **22nd December 2017.**

Block B Experience – Introductory weeks before half-term (Tuesday to Friday, 23rd January - 16th 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, 26th February- 25th May)

- Midpoint Review due in on **Friday 9th 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 25th 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	**University-based training week (**Professional Studies**)**				
07	11 September	**University-based training week (**Professional Studies**)**				
08	18 September	**University-based training week (**Professional Studies**, Mentor training Weds 20th Sept)**				
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	**Block A Planning & Preparation/School Half Term**				
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	**Christmas Holiday**				
23	01 January					
24	08 January	**University-based training week (**Professional Studies**)**				
25	15 January	**University-based training week (**Professional Studies**, Mentor training Weds 17th Jan)**				
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	**Block B Planning & Preparation/School Half Term**				
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	**Easter**
36	02 April	**Easter Holiday**				
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	**School Half Term – End of Block B placement**
45	04 June	**Research Phase**
46	11 June	
47	18 June	
48	25 June	**University- Final Week**

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, Coventry SCITT): 18/6/18

Block A School Experience Key Dates

School Experience 2		
Midpoint Review	10/11/17	Send via email to secondarytpdocuments@bcu.ac.uk
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 secondarytpdocuments@bcu.ac.uk
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 secondarytpdocuments@bcu.ac.uk
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 secondarytpdocuments@bcu.ac.uk (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

Birmingham City University

Art and Design Training Overview

Throughout the training year the University runs compulsory professional and subject training days which trainees attend before both Block A School Experience and Block B School Experience, and on Mondays throughout Block A and during the Introductory Weeks of Block B. The university-based training days develop the trainees' knowledge of professional and subject teaching issues.

During Art and Design teacher training at Birmingham City University, subject pedagogy is addressed through Curriculum Workshops, and through Subject Focus Follow-up sessions to Professional Studies lectures and seminars. Most Art and Design Curriculum Workshops are practice-based workshops which take place in BCU learning studios, or in outstanding local Art Departments or significant regional galleries such as IKON Birmingham, Mead Gallery Coventry, and New Art Gallery Walsall. The workshops support trainees' learning for delivery of the full range of Art and Design skills throughout the secondary phase, and for a successful outcome in the assignment "EDU7346 - Subject Pedagogy".

Teacher training in Art and Design is possibly unique in the very wide range of degree specialisms from which trainee art teachers are drawn. Trainees come to the course as highly qualified experts in some very tightly defined degree specialisms. It is the intention of the Art and Design workshops that the knowledge and understanding latent in this degree level knowledge is introduced to the secondary phase of education as appropriate through the trainees' teaching, and that the trainees will also be able to deliver the full range of other skills required by pupils in Key Stages 3, 4 and 5. To this end, the Art and Design workshops are designed to build pedagogic understanding into the trainees' degree level knowledge, and deliver new material in the other areas of the curriculum as required by schools.

The programme of workshops is based on the needs of the school curriculum. This is defined as the diet of Art and Design education currently specified in the National Curriculum for Art and Design, local curriculums and awarding body specifications for GCSE, A Level and vocational qualifications.

The range of skills delivered include traditional and new media. The workshops are led by BCU experts and external specialists who are either national figures known through their work with the subject association (NSEAD – National Society for Education in Art and Design) or outstanding Art and Design teachers from BCU Partnership schools.

In 2016/17 the workshops include learning in the pedagogy of:

Critical and Contextual Studies; Contemporary Fine Art Practice; Drawing; Printmaking; Ceramics; Crafts in the Curriculum; and Digital Media. In addition for 2017/18 there will be a workshop that addresses the current gender imbalance in the take-up of Art and Design at KS4 and KS5, and a workshop that enables trainees to carry out visual research on-site in Art Departments that will develop their critical curriculum building skills.

These workshops are delivered through the following programme:

Professional Studies – inc. Art and Design Follow-up Sessions
Subject Pedagogy – Art and Design Curriculum Workshops
Professional Enquiry – Art and Design Sessions tbc

		Monday 28.08.	Tuesday 29.08.		Wednesday 30.08.		Thursday 31.08.		Friday 01.09.	
									a.m.	p.m.
Programme Week 1	**Main Session (usually in A040)**	Bank holiday		Skills Tests support sessions. Literacy and Numeracy. 10.00am	a.m	Skills Tests support sessions. Literacy and Numeracy. 10.00am – 2.00pm	a.m	Skills Tests support sessions. Literacy and Numeracy. 10.00am –	Induction day (see separate programme)	

	Art and Design Follow-up session			– 2.00pm	p.m		p.m		Rooms B007 and Subject Bases

		Monday 04.09.		Tuesday 05.09.		Wednesday 06.09.		Thursday 07.09.		Friday 08.09.	
		a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Programme Week 2	**Whole course Session**	Teachers Standards and SEPJ KDN A040	Teachers' Persona and Professional Identities CB A040	Digital Identities KDN A040	Safeguarding 1 TG A040	SoW Planning FD B007	Lesson Planning PC B007	Working with Parents and Carers CM A040	Professional Studies Assignment Briefing SD A040	Progress Review 1 PC A012c JD A028	
	Art and Design Follow-up session	JD A012 A032	PC A012 A032	Chartered College of Teaching VL A040	JD A012 A032	PC A012 A032	PC A012 A032	JD A012 A032	PC A012 A032		

		Monday 11.09.		Tuesday 12.09.		Wednesday 13.09.		Thursday 14.09.		Friday 15.09.	
		a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Programme Week 3	**Whole course Session**	Learning Theory HT Kenrick LT	Modelling and Scaffolding DN B007	Assessment MF A040	PGP (more able and disadvantaged learners) JW A040	National and Local Curriculums TG A040	School 1 Briefing KDN A040	Group Work v Independent Learning HL A040	Writing at Level 7 KDN B007	Diagnostic Assignment Preparation	
	Art and Design Follow-up session	JD A012 A032	PC A012 A032	PC A029 A032	JD A029 A032	PC A029 A032	PC A029 A032	JD A012 A032	Reading and Referencing KDN B007		

	Monday 18.09. with SD additional 5			Tuesday 19.09.		Wednesday 20.09.		Thursday 21.09.		Friday 22.09.	
	a.m	p.m.		a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Programme Week 4	Art and Design Subject Pedagogy Workshop Contextual and Critical Studies 1 JD Gallery tbc and BCU A010, A029		**Whole course Session**	Diversity in Regional Contexts CB A040	Behaviour 1 MD A040	Factors that Inhibit and Enhance Learning FD A040	Prevent JD A040	SEND 1 CM A040	EAL CB A040	PSHE JW B007	Mindfulness and Wellbeing JG B007
			Art and Design Follow-up session	PC A032	JD A032	BM A032	PC A010 A032	JD A012 A032	BM A032	JD A029 A032	PC tbc

	Monday 25.09 with SD additional 5		Monday 02.10. with SD additional 5		Monday 09.10. with SD additional 5	
	a.m	p.m.	a.m	p.m.	a.m	p.m.
Autumn Mondays	Art and Design Subject Pedagogy Workshop Contextual and Critical Studies 2 JD Gallery tbc and BCU A012, A029		Art and Design Subject Pedagogy Workshop Specialist Crafts 1.00pm A012 Drawing 1 PC A032		Art and Design Subject Pedagogy Workshop Drawing 2 PC A029	

	Monday 16.10 with SD additional 10		Monday 30.10. with SD additional 10		Monday 06.11. with SD additional 5	
	a.m	p.m.	a.m	p.m.	a.m	p.m.
Autumn Mondays	Art and Design Subject Pedagogy Workshop Contemporary Fine Art Practice And The Secondary Curriculum 1 BM A010, A032		Art and Design Subject Pedagogy Workshop Contemporary Fine Art Practice And The Secondary Curriculum 2 BM A029, A032		Art and Design Subject Pedagogy Workshop The Principles of Printmaking in the Secondary Curriculum PC A029, A032	

	Monday 13.11.		Monday 20.11. with SD additional 10		Monday 27.11. with SD additional 10	
	a.m	p.m.	a.m	p.m.	a.m	p.m.
Autumn Mondays	Progress Review 2 PC A012c JD A028		Art and Design Subject Pedagogy Workshop Crafts in the Curriculum VL - TM A012, A029		Art and Design Subject Pedagogy Workshop Inc Lesley Butterworth NSEAD 11.00am Subject Knowledge Development Journal PC A029, A032	

	Monday 04.12		Monday 11.12. with SD additional 10		Monday 18.12. with SD additional 10	
	a.m	p.m.	a.m	p.m.	a.m	p.m.
Autumn Mondays	Reading and Study Day		Art and Design Subject Pedagogy Workshop Where Have all the Boys Gone? VL - SC BCU A012, A029		Art and Design Subject Pedagogy Workshop Evidence Based Survey of Art Departments PC Art Departments tbc and BCU A012, A029	

		Monday 08.01.		Tuesday 09.01.		Wednesday 10.01.		Thursday 11.01.		Friday 12.01.	
		a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Programme Week 5	**Whole course Session**	Progress Review 3 PC A012c JD A028		SEND 2 Carousel Baker Hall, A040, A012, A114, A217,		Differentiation JD B007	Behaviour 2 DN B007	SMSC and British Values MD A040	SRE JD A040	Safeguarding 2 Carousel PGCE Sec Team Baker Hall, A040, A012, A114, A217,	
	Art and Design Follow-up session					BM A012 A032	PC A012 A032	JD A012 A032	BM A012 A032		

		Monday 15.01.		Tuesday 16.01.		Wednesday 17.01.		Thursday 18.01.		Friday 19.01.	
		a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Programme Week 6	**Whole course Session**	Reading and Study Day (Preparing CV's for Employability Day)		Policy Landscape CB A040	School 2 Briefing KDN A040	School Governance CM A040	The Role of Ofsted PC A040	Employability Day A040, A110, A111, A113a, A114, A114a, A012, A029, A032		Using Data SD A040	Subject Pedagogy Assignment Briefing JW A040
	Art and Design Follow-up session			BM A029 A032	JD A029 A032	Subject Sharing Group A PC tbc	Subject Sharing Group B PC tbc			BM A029 A032	JD A029 A032

	Monday 22.01 with SD additional 10		Monday 29.01. with SD additional 10		Monday 05.02.	
	a.m	p.m.	a.m	p.m.	a.m	p.m.
Spring Mondays	Art and Design Subject Pedagogy Workshop Digital Media Chase Terrace Technology College A010, A029		Art and Design Subject Pedagogy Workshop Ceramics Cheslyn Hay High School A029, A032		Professional Studies Carousel Day (including Mahara training and additional topics as chosen by trainees) A211a, A114, A012, A040, A217	

	Monday 12.02.		Monday 12.03.		Monday 16.04.		Friday 27.04	
	a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Spring Mondays	Professional Enquiry Day 1 Baker Hall, A114, A040, A217		Progress Review 4 PC A012c JD A028		Professional Enquiry Day 2 Baker Hall, A114, A040, A217	Art and Design Exhibition fit- up	Art and Design Exhibition ends	

		Monday 04.06.		Tuesday 05.06
		a.m	p.m.	a.m. only
Spring Mondays		Progress Review 5 PC A012c JD A028		Professional Eng A040

		Monday 18.06.		Tuesday 19.06.		Wednesday 20.06.		Thursday 21.06.		Friday 22.06.	
		a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Programme Week 7	**Whole course Session**	Last Day of Prof Enq Placement		Professional Enquiry Presentations		Professional Enquiry Presentations		Rewriting and re-submission of failed Prof Enq assignments		Rewriting and re-submission of failed Prof Enq assignments	
	Art and Design Follow-up session			A114, A114a, A110, A111, A113a		A114, A114a, A110, A111, A113a					

		Monday 25.06.		Tuesday 26.06.		Wednesday 27.06.		Thursday 28.06.		Friday 29.06.	
		a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m	p.m.	a.m.	p.m.
Programme Week 8	**Whole course Session**	SEPJ Task and CEDP writing (in subjects) Prof Enq Re-submissions		Career Launch Activities (NQT, MTL, Ex Ex intro)	Wellbeing 2 with Jackie Greenwood	Progress Review 6 PC A012c JD A028		Course Evaluations and External Examiners			
	Art and Design Follow-up session	A012, A029, A032		A040 and Baker Hall	A040 and Baker Hall						

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 (school 2 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 Practice Audit**
- **Professional Progress Pen Portrait**
- **Subject Knowledge Action Plan**
- **Subject Knowledge 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
- 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 Block A and for post 16 experience in Block B (if not experienced in Block A)
- 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 (**Block B only).**
- Assists with drafting the Career Entry and Development Profile (**Block B 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 and Block B placements (with the exception of School Direct) and ensuring that these offer a contrasting experience.
- 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 and Block B 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 Art and Design

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	Unable to demonstrate the ability to encourage pupils to participate and contribute and/or create an atmosphere conducive to learning. Inadequate or inconsistent rapport developed with individuals and groups such that engagement in learning is hampered. Regularly require the intervention of other professionals to assist in maintaining a purposeful and safe learning environment.	Demonstrate the ability to encourage pupils to participate and contribute in an atmosphere conducive to learning. Develop a rapport with a range of individuals and groups so that most pupils are engaged in their learning. Routinely demonstrate the necessary understanding, presence and management skills to maintain a purposeful and safe learning environment.	Usually encourage pupils to participate and contribute in an atmosphere conducive to learning. Show respect for, and be well respected by, learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. Demonstrate an extended range of strategies to establish and maintain a purposeful learning environment.	Consistently encourage pupils to participate and contribute in an atmosphere highly conducive to learning. Show high levels of mutual respect between the trainee and pupils. Very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. Demonstrate innovative and creative strategies to establish and maintain a purposeful and safe learning environment.
b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Routinely requires the support of another professional to set goals that stretch and challenge pupils.	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.	Set goals that motivate, enthuse and motivate most pupils.	Set goals that generate high levels of enthusiasm for, participation in and commitment to learning in all pupils.
c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	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.	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.	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.	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.

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

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

PGCE Secondary

BIRMINGHAM CITY University

Review and Analysis Form

Trainee Name: School:

Date of Observation/Discussion: Sheet Number:

Subject: Class Taught:

Placement (*circle*): Sch 1 Sch 2

List below the Standard(s) being targeted during the lesson observation or review and guidance session:

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback
Choose only 3 standards to focus on	**Assessment (Emerging)**

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

- **Use the language on the Standards Tracker to provide feedback on what is observed.**
- **Comment on the progress within the 3 identified standards**
- **Refer explicitly to the standard strands (5a, 6b) within the feedback**
- **Strengths and areas for development are determined in terms progress against the teaching standards**

PGCE Secondary

BIRMINGHAM CITY University

Review and Analysis Form

Part B: Lesson Summary and Targets:

Lesson strengths: (three minimum) **List strengths linked to the 3 focus standards, refer explicitly to the standard strands**	Teachers' Standard(s) no(s) to be added:
Developmental targets arising out of the lesson: (one minimum, no more than three). How can the trainee promote better pupil learning and progress? **Provide targets that are linked to the 3 focus standards- try not to use the same strands as a strengths and developmental area** Subject specific target(s) • •	Teachers' Standard(s) no(s) to be added:

Signed (Mentor): Date:

Signed (Trainee):

Exemplar Review and Analysis Forms Art and Design:

1.

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback
7B Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	EST
2D Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	EST

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

2D Lesson plan – this does not yet show how you intend to meet the individual needs of pupils. Could you have demonstrated 2D by completing more detail of pupils in section E of the lesson plan? You also need to use the lesson plan to convey your management of the TA that you have available.

7B would it have been better to have something for pupils to be getting on with as they sat down and then taken the register? Keeping pupils engaged in something might help to prevent the chatter that you need to get under control. This will help you to consistently demonstrate high expectations and promote a purposeful and productive learning environment.

7B Should pupils still have their coats on during the starter activity? Remember to use high expectations consistently.

7B Could you have had 'no hands up' for the starter activity, and you then selecting the pupil you want to answer the question. This often helps to keep pupils focused in case you choose them, it also gives you the opportunity to use praise.

2D You made good use of showing examples during your demo, showing your exemplars and questioning are good strategies. Could you now consider using more probing questions, maybe a pupil answers a question and you ask the other pupils 'why' or 'how' questions? This would demonstrate your ability to regularly select effective teaching strategies.

2D You clearly differentiated the task through a range of support handouts available for pupils to self-select, demonstrating you understand how pupils learn and overcome the barrier of labelling pupils more or less able, well done.

2D When giving pupils tasks to do make sure that you state only one timing for the activity. It is good to give the pupils the impression that they have little time to do the task and therefore need to concentrate on the task to complete it, if you give them the whole lesson they will use the whole lesson.

7B You dealt well with the pupil who you sent out, sending the message that you are not going to stand for unacceptable behaviour and reinforcing high expectations. In future can you plan for this pupil's potential behaviour issues, aiming to "plan them out" of your lessons?

2D Did all the pupils fully understand why they were drawing the tree in the context of the learning?

2D Could you have made use of the opportunity to have held up work and asked for peer feedback through the questioning of why is this work good? How does it meet the learning objectives of the lesson?

See Part B for Lesson Summary and Targets

Part B: Lesson Summary and Targets:

Lesson strengths: (three minimum)	**Teachers' Standard(s) no(s) to be added:**
• Good use of questioning that built on pupils' prior knowledge. • Showing work of other pupils and your own exemplar demonstrates good subject knowledge. • Differentiated handouts demonstrates that you are able to recognise different needs and strengths of individuals who you teach.	2b 3a 5a
Developmental targets arising out of the lesson: (one minimum, no more than three). **How can the trainee promote better pupil learning and progress?** • Try the 'no hands up' strategy to get pupils to stop talking and focus to ensure that your strategies encourage good behaviour. • Holding up work throughout the lesson for peer feedback, asking questions such as 'how does this meet the success criteria?' 'Looking at the success criteria what do you think this pupil needs to do next?' etc. • Use timing to keep pupils focused to develop an effective use of lesson time. **Subject specific target(s)** • Make timings short to keep up the pace of the lesson to ensure good pupil attainment and outcomes • Think about using probing questions to for pupils to engage in the learning	**Teachers' Standard(s) no(s) to be added:** 7b 2b 4a 2a 1b

2.

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback
1a Establish a safe and stimulating environment for learners, rooted in mutual respect	EMB
4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	EST
7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	EMB

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

1a
You demonstrate a positive attitude towards the pupils' learning. This is as evident in your planning as much as it in the way that you communicate with the pupils. The step by step nature of your planning and your very good exemplars (with the intriguing need for the pupils to consider the eventual 3 dimensionality of their work) demonstrate your positive approach to their learning. Because of this, you can legitimately require from the pupils the same positive approach to learning.
You make it very clear to the pupils how you want them to approach their work. You ask them to work quietly, and you use the words "to concentrate", but you do have to request quiet working quite a few times in the lesson. It is very good practice that you reward the whole class verbally when they work quietly, and you use the school's reward system for those people in the class who are working well. However, why do you think you have to frequently remind some individuals to work quietly, and why do you have to use "sssh" with the whole class throughout the lesson? Are there some key words relating to quiet working that are used throughout the school? If there are, could you use these at the start of the lesson so that pupils would immediately recognise these as relating to the whole lesson? Could you establish at the start of the lesson a simple formula for a positive approach to good behaviour, underlining this with the pupils as the route to good learning, which you can refer to in a positive at necessary points in the lesson?

4c
The homework that you have set will consolidate the pupils' learning if you build on it in the next lesson. You have set the pupils the challenge of doing some research on Claes Oldenburg, which you frame in a clear and engaging way.
This kind of research will extend the pupils' knowledge and understanding if you plan for the implementation of this knowledge in your next lesson. Your challenge will be to direct the pupils' learning depending on the information that they have researched. For example, if a significant number of pupils find out the date and place of Oldenburg's birth, how will you use this research to "consolidate and extend" the pupils' learning about the use of colour, line, shape and form in expressing ideas?
Your homework sheet could have been improved with some guidelines on using the internet safely (referring to any whole school documentation on this, if this is available), with a clear reminder that computers are availble in school for the purpose of researching homework.

7c
You manage the class very effectively in terms of the step-by-step learning episodes that you have planned throughout the lesson. Your learning episodes build logically throught the lesson, including some colour experimentation which the pupils engage with very well as they can very much see the purpose of this. You demonstrate in your introduction and demonstration a strong teacher persona. The pupils recognise you very clearly as an Art Teacher, your subject knowledge is evidently strong and you have broken this down for the pupils into steps that they recognise immediately as a pathway that they should follow to achieve successful outcomes. The pupils are generally motivated very well throughout the lesson. Pupils question you throughout the lesson on the decisions they are making about their work. They respect your guidance and act on your judgements. They can see that your judgements on their work will lead to good outcomes, and they want to achieve these. You have used the work of some outstanding 20th Century Pop Artists as a starting point for work that pupils want to achieve well in. You have provided the right amount of challenge in the intriguing way that the work will eventually become 3 dimensional, and you have provided the right amount of "scaffolding" in the steps that you have laid out for the pupils.

See **Part B** for Lesson Summary and Targets

Part B: Lesson Summary and Targets:

Lesson strengths: (three minimum)	Teachers' Standard(s) no(s) to be added:
• Teacher's persona – clear, strong, and directed at accessing knowledge for the pupils • Good subject knowledge, adapted well for the learning needs of the pupils • Good planning, strongly subject specific and developmental	1. 3. 4.
Developmental targets arising out of the lesson: (one minimum, no more than three). **How can the trainee better promote pupil learning and progress?** • Include in the "Intended Learning" part of your lesson plan (Section D) terminology that will demonstrate your very clear understanding of what the pupils will actually have learned in your lesson. • Consider ways in which you can plan out of your lessons the use of "sssh" as the way in which you remind pupils to work quietly **Subject specific target(s)** • Include in the "Aims" part of your lesson plan (Section C) terminology that will encompass the larger Art and Design concepts that you are teaching.	**Teachers' Standard(s) no(s) to be added:** 4. 4. 4.

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 Mentor Meetings form a compulsory element of Art and Design trainees' timetables. These are to be scheduled in the BCU PGCE Secondary timetable template. The timetable is arrived at and agreed by the Subject Mentor (SM) with the trainee early in the Serial Placement in both School Experience 1 and School Experience 2. Copies of the completed timetable are lodged with the school Professional Mentor (PM), the BCU Professional Development Tutor (PDT (Subject Tutor)) and the BCU PGCE Programme Administrator.

Weekly Mentor Meetings are timetabled for at least one teaching period or one hour per week, whichever is the greater. Trainees are expected to attend Weekly Mentor Meetings with the Weekly Standards and Targets Pages of the School Experience Progress Journal (SEP Journal) completed. The Weekly Standards Pages are numbered and dated in readiness for each week of the placement. The Weekly Standards Page (left hand page) of the Weekly Standards and Targets Pages is completed by the trainee prior to the Weekly Review Meeting. The evidence being claimed that week is outlined clearly and briefly under the relevant Teachers' Standard in the Evidence Summary. Each item of evidence should be clearly numbered in the Evidence Item column using a numbering or coding system that is understood by both trainee and mentor. The mentor should be able to locate the evidence itself quickly and precisely. In most cases this will be presented within the SEP Journal, but in the case of Art and Design trainees, teaching resources and pupil outcomes may also be recorded or located in the trainee's Research and Ideas Journal. The Subject Mentor will apply at the Weekly Review Meeting a Formative Grade ("EMG", "EST", "EMB", or "ENH") for every piece of evidence submitted by the trainee for that week, and will sign and date every piece of evidence.

The "Trainee's reflection" section of the Weekly Targets Page (right hand page) is also expected to be completed by the trainee prior to the Weekly Review Meeting. The trainee's comments in the Trainee's reflection section will indicate the trainee's growing capacity for focussed and meaningful reflection as the placement continues. The "Mentor comments on trainee's progress" section and the "Targets for the week ahead" section are completed by the Subject Mentor at the Weekly Review meeting. These will indicate the trainee's growing capacity as the placement continues for high quality planning, teaching and assessment in all of the timetabled lessons, referencing the Teachers' Standards.

The evidence itself will include Schemes of Work, Lesson Plans, completed Review and Analysis forms, teaching resources, pupil's outcomes, evidence of the assessment of these, and other evidence as appropriate, particularly for Part 2 of the Teachers' Standards. In most cases these will stored in the SEP Journal itself, and should be easily located using the agreed numbering or coding system that is understood by both trainee and mentor. Some items of evidence for Art and Design trainees may be located elsewhere, for example in the Research and Ideas Journal. In these cases, the item of evidence should still be locatable with the agreed numbering or coding system that is understood by both trainee and mentor.

Evidence is expected to reflect the trainees' growing capacity and flair for creative planning and teaching within the context of the placement schools. Trainees should be encouraged to think of the SEP Journal as the record of their growing talents as a teacher, and as such should reflect their progress towards a professional identity and teacher's persona that will be unique to them by the end of the placement. Trainees will understand that they are in command of the evidence presented each week in the SEP Journal, and that this grows into a record of their own journey towards qualified Teacher Status (QTS). They will be encouraged to look for patterns in evidence collection that indicate their strengths and areas for development against the Teachers' Standards as the placement progresses. Areas for development will be quickly identified by trainee and SM, and these will be targeted as areas for creative action by the trainee. Supported by the SM and the capacities of the school and the Art department, and particularly in School Experience 2, Art and Design trainees will demonstrate the growing ability to drive their own evidence gathering, striving to create opportunities for the creation of high quality evidence that demonstrates their progress towards a final Formative Grade of "Embedding" (EMB) or "Enhancing" (ENH) in every one of the Teachers' Standards.

References and Additional Information

BCU (2017) 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

Subject Specific References:

National Society for Education in Art and Design, ITT Pack and Programme: http://www.nsead.org/itt/index.aspx

4MAT West Midlands Art Teachers' Group https://www.facebook.com/Art4matUk/

IKON Gallery Education https://ikon-gallery.org/learning/

New Art Gallery Walsall Secondary Education http://thenewartgallerywalsall.org.uk/learning/formal-education/secondary-education/

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Addison. N & Burgess. L., (2003), *Issues in Art and Design Teaching,* London: Routledge Falmer

Addison. N**,** Burgess**.** L**,** Steers. J**,** Trowell**.** J, (2009) *Understanding Art Education: Engaging Reflexively with Practice,* London, Routledge

Hickman, R. (ed.), (2010), *Critical Studies in Art and design Education,* Bristol: Intellect Books