BIRMINGHAM CITY University

Birmingham City University

Secondary
PGCE

Drama 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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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

Birmingham City University Secondary School Training Routes

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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

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Drama Training Overview

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

Date	Subject
18th September	Teaching drama (Introduction to Subject Pedagogy, group dynamics through the A-level text 'Woyzeck'.
25th September	Learning in drama (Creating, Performing, Responding- 'The Elephant Man')
2nd October	Rationale for drama (Exploration of practitioners- Freire, Boal, Bond through the play 'The Edge'. This is also an introduction to Peer tutoring)
9th October	Am The Drama Curriculum (Arthur Miller's 'The Crucible')
	Pm Devising and GCSE Drama
16th October	Peer Tutoring 1- Pre 20th Century plays
30th October	Am- Process drama *The Gates of Roshamon*
	Pm- Process drama *The Pied Piper of Hamelin*
6th November	Am- Drama techniques (Slavery)
	Pm- Whole Class drama (Aregentina's *Los Desaparecidos* and 'The Factory')
27th November	Big Brum- Theatre in Education- Exploration of the value of theatre in education and how to work with outside agencies.
11th December	Am- Applied Theatre (Flora's story)
	Pm- Applied Drama (Emmanuel's story)
18th December	Tutorial 3
22nd January	Research
29th January	Am Assessment and Progression- Greek Theatre and KS3
	Pm- Assessment and Progression- Commedia del' arte and KS4
Friday 20th January	Am- Peer Tutoring 2- Post 20th Century plays
Friday 27th January	Teaching Shakespeare- *The Comedy of Errors*

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 Drama

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)	Teachers' Standard(s) no(s) to be added:
List strengths linked to the 3 focus standards, refer explicitly to the standard strands	
Developmental targets arising out of the lesson: (one minimum, no more than three).	Teachers' Standard(s) no(s) to be added:
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)	
•	
•	

Signed (Mentor): Date:

Signed (Trainee):

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback
1b- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	**EST**
7c- Manage classes effectively, using approaches which are approapriate to pupils' needs	**EST**
8d- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback	**EMR**

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

1b- Do the pupils know why they are 'playing' the object game? What impact might this have on the challenge and engagement? How does the initial game link into the exploration of Feminism, likewise do the pupils know that they are exploring this? How do you know?

Whilst you are attempting to explore Feminism, to what extent does a picture of a white family (stimulus) challenge the pupils' diverse backgrounds? To what extent are you potentially reinforcing racial stereotypes? How might you combat this and challenge their assumptions, pre-conceived ideas? How are you taking note (assessing) the progress of the classes and/or individuals based upon the level of challenge?

Where is the challenge in this lesson?

7c- Whilst the class are highly enthusiastic, do what extent do you feel that their enthusiasm is limiting the pace of their progress? How do you embrace their energy to ensure that they are being stretched and challenged? What are you expecting in terms of behaviour at the start, do they know? This could also be asked during the rehearsal/ exploration; how do the pupils know that their learning behaviour is appropriate? Whilst using student suggestions for music is commendable, what is that doing to the progression of the learning and behaviour? Could you not use the music from last lesson? What impact would this have?

What questioning strategies are you using to illicit responses? How might this help to 'manage' the learning behaviour of the pupils?

How do you get the attention of the groups? Timings, countdowns.
What is the purpose of using still image. Is it for exploration of theme or for performance? In this lesson it looked as though you were using it for performance and therefore, this has implications for the learning. As a result of doing this you should be asking those who 'watched' the still image how it represented Feminism. Alternatively, I might use still image to explore a situation in which Feminism is being challenged; namely inequality. Through the use of still image we might be able to come to a new and/or different understanding. I would do this through the use of a story such as the Suffragettes or Rosa Parkes.

Why are they hot-seating? What is the point? Hot-seating is an explorative strategy and should be used to explore a particular situation. To make this work more effectively you could give 'secret' information to each pupil that they might share during the activity to reveal 'new' information about the situation. This would add to the level of engagement, curiosity and challenge. It would also make the pupils consider the questions that they are asking to find this out.

Part B: Lesson Summary and Targets:

Lesson strengths: (three minimum)	Teachers' Standard(s) no(s) to be added:
• The planning for the lesson is good and shows that you are considering the learning. • The behaviour was managed • Trying to deal and manage a difficult situation.	4,7
Developmental targets arising out of the lesson: (one minimum, no more than three). **How can the trainee promote better pupil learning and progress?** • There needs to be a much stronger teacher persona evident. This should be evident in the use of voice, body language, use of the space. • • **Subject specific target(s)** • There needs to be a much clearer understanding of the use use of drama techniques and a deeper consideration of content and form. •	**Teachers' Standard(s) no(s) to be added:** **Part 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
3a- subject knowledge that fosters and maintains students interest	EST
4a- impart knowledge and develop understanding	EST
2e- encourage learners to take responsibility	EMG/EST

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

3a- What is the difficulty of using masks for the performer? What does the removal of voice and face have upon the creation of meaning for the performer? What impact might you and Lucy modelling a short scene have on the learning? Is this relevant or something to consider for the future? How do you create successful mask work? What is it about the use of mask in performance that creates the 'magic'? Have you considered the role of 'entrances and exits', 'focus' work and 'passing the focus', 'crossing the space' and 'counter-mask'? These can all aid with the development of character and plot.

4a- How do you know that all learners understand what is expected of them during the first ten minutes? How are you monitoring this? What impact would having the pupils perform their work to see if the audience understand the narrative of the 'performance' have on the learning rather than you narrating the action? What impact would modelling a scene have on the development of the learning? There needs to be much more development of the learning in the lesson plan (See lesson plan for more). What does the introduction of costume and props mean for the learning? What happens to the learners' focus? What does the use of a football mean for the character?

2e- The use of the checklist is useful in helping pupils take responsibility of their own learning. How might this be developed to address standards 3a and 4a? What happens to those who have completed the checklist? How are you challenging their learning and development? What impact might this have on engagement? What does the introduction of costume mean for the learning? Is this not a lesson in itself?

"Me and Miss" what's wrong with this? Countdown. TA. Body language, vocal tone.

Part B: Lesson Summary and Targets:

Lesson strengths: (three minimum)	Teachers' Standard(s) no(s) to be added:
• You are clearly in control of the classroom and the learners. Pupils clearly see you as a teacher. • There is evidence of pupil engagement with the learning. • Time-keeping and time management is appropriate and all resources are used well, although the end needed a little better management.	S1 & S7 S2 S4
Developmental targets arising out of the lesson: (one minimum, no more than three).	**Teachers' Standard(s) no(s) to be added:**
How can the trainee promote better pupil learning and progress? • A deeper consideration of the learning is needed. This can be developed through the use of dialogic questioning and the use of Bloom's taxonomy. • The learning needs to be clearer in the lesson planning by considering the 'learning' column of the plan. •	S5 and S2 S4
Subject specific target(s) • Developing mask performance using 'entrances and exits', 'focus' work and 'passing the focus', 'crossing the space' and 'counter-mask'. •	S3

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 provide the opportunity to:

- Regularly work in partnership with their subject mentor
- Review progress made over the previous week
- Agree developmental targets to support progress over the forthcoming week
- Specifically discuss developments in subject knowledge and any emerging needs related to subject pedagogy
- Provide the opportunity for the trainee to discuss and make further progress towards the Teachers' Standards which have a subject specific dimension
- Identify any individual training needs and take actions to ensuring that needs are met
- Support the trainee to work collaboratively with other colleagues and professionals in school to support trainee professional development
- Monitor the SEPJ tasks

References and Additional Information

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

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Bolton, G., (1998) *Acting in classroom drama* Stoke-on-trent: Trentham

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Freire, P., (1993). *Pedagogy of the oppressed*, London: Penguin Books

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Neelands, J., (2002) *11/09 The space in our hearts*. Drama Vol 9 No 2 in Neelands, J., (2010) *Creating democratic citizenship through drama education*. Peter O'Connor ed. Stoke-on-Trent: Trentham Publishers