

# PCET Partners

Issue No.3 | December 2015

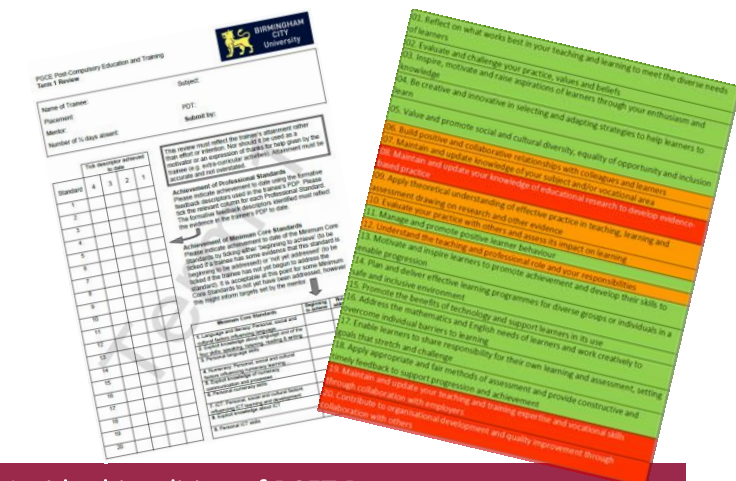
## Welcome to Issue #3

In this terms edition we will focus on two key areas of the course, the first Term Review and difficult Professional Standards.

The first Term Review offers both you and your trainee opportunity to discuss a whole host of issues and set targets for the months ahead. More details on page 4.

Our discussion on those Professional Standards that are harder to witness in the observation setting will hopefully offer guidance on ways to help your trainee in collecting a wide range of evidence towards completion of their PDP. Further details on pages 2-3.

We hope you find this useful.



### Inside this edition of PCET Partners:

-  Reviewing your role in the First Term Review
-  Helping your trainees to develop evidence for their PDP
-  Online Initial Mentor Training
-  Developing your mentor/trainee relationship

## Mentor Briefings

As we continue to build and support the relationship between our mentors and trainees we will be offering another set of mentor briefing sessions at the City North campus on **Wednesday 2<sup>nd</sup> December**. These will be held at 2pm, 4pm and 6pm and last around 90 minutes each.

The session goes through course paperwork and additional support offered in your role as mentor.

Many of you have already attended a briefing session at the University, or received the same briefing in your own organisation, and for this we thank you.

If you are yet to receive this briefing and unable to attend the sessions on Wednesday, it may be that sessions will have been set up at your organisation. Otherwise, it may be a good idea to receive this briefing in conjunction with your trainee's first observation, which is a good time to discuss paperwork and Professional Standards, as you will have been using these in the session.

In support of this provision, a 15 minute video has been recorded which covers the main elements of the briefing and will be useful to mentors unable to attend formal session, or those who would like to revisit the guidance. This is available on the PCET Partnerships external webpage.



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## Developing Evidence for the PDP

At the beginning of the PCET course, during induction in fact, all trainees were introduced to the 2014 ETF Professional Standards. This session outlined how they were to collate evidence across the course to illustrate their attainment of each of the 20 standards.

A vast majority of this evidence will be gained through feedback offered following an observed session and include reference to lesson plans, self-evaluations and the targets/outcomes that are offered in the constructive development process. Last year however we found that some Professional Standards were easier to address through evidence that might be obtained in other formats and outside of lesson observations.

We would like to take this opportunity to share with you, the information that we gave to our trainees at the beginning of the course. This will allow you to guide your trainee to alternative sources of evidence within your subject specialism and specific organization.

During your Mentor Briefing session you will have been alerted to the traffic light coding we apply to the Professional Standards, so it is here that we will begin (please see page 3 for corresponding coding).

Those Professional Standards **highlighted in green** can be evidenced directly through, and graded during, lesson observations. Evidence for these Standards is not limited to lesson observations but these Standards must contain AT LEAST one piece of evidence that has been graded as a 1 or 2 from a lesson observation.

Those Professional Standards **highlighted in amber** can be evidenced through BOTH lesson observations AND other types of evidence outside of lesson observations. For example, Standard 6 refers to collaborative relationships with colleagues and learners – whilst relationships with learners might be evidenced in a lesson observation, relationships with colleagues will not be as easy and therefore other types of evidence will be required.

Evidence for Standards that come from lesson observations can be graded while other types of evidence should only be graded in consultation with the trainee's mentor and tutor. It is not always appropriate to provide a grade for some evidence and this is fine, e.g. you can't provide a grade for attending a meeting. In later meetings the trainees' PDT's will discuss the culmination of evidence against each standard and in many cases be able to indicate a respective grade to that body of work.

Those Professional Standards **highlighted in red** are difficult to evidence in a lesson observation and therefore it is expected that evidence for these standards will come entirely from other evidence sources, e.g. CPD logs, evidence of training, minutes and notes of meetings, written statements about work conducted to support the standards, university assignments. Again, evidence for these Standards is unlikely to be graded by the mentor. The PDT will grade evidence for these Standards in a holistic manner towards the end of the course.

On the following page we offer some suggestions of how additional evidence might be obtained outside of the observation environment.



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01. Reflect on what works best in your teaching and learning to meet the diverse needs of learners
02. Evaluate and challenge your practice, values and beliefs
03. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
04. Be creative and innovative in selecting and adapting strategies to help learners to learn
05. Value and promote social and cultural diversity, equality of opportunity and inclusion
06. Build positive and collaborative relationships with colleagues and learners
07. Maintain and update knowledge of your subject and/or vocational area
08. Maintain and update your knowledge of educational research to develop evidence-based practice
09. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10. Evaluate your practice with others and assess its impact on learning
11. Manage and promote positive learner behaviour
12. Understand the teaching and professional role and your responsibilities
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
15. Promote the benefits of technology and support learners in its use
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
20. Contribute to organisational development and quality improvement through collaboration with others

**RED standards:** Evidence for these Standards will primarily come from the trainee's participation in university-based sessions and their assignment work (PS08); from trainee's involvement in CPD within their departments and placement institutions (PS19) and from their contributions to developments within the quality processes of their organisation (PS20).

**AMBER standards:** Further evidence might be obtained of the trainee's collaborative work with other colleagues (PS06); from personal research and CPD activities (PS07), from work in university-based sessions and their own assignments (PS09); from the trainee's lesson evaluations after each formal observation (PS10); from departmental meetings and pastoral involvement (PS12).

Different subject areas, different organisations and different relationships will generate different ways to meet the remit of each Professional Standard, therefore these guidelines are simply that – a guide.

If you are able to identify unique approaches for your trainee to engage in attaining and achieving high quality evidence for any of the standards please let us know so that we can share this with others in the partnership. If you have any questions relating to attainment of these standards please do not hesitate to contact us.

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## First Term Review – a guide

In the next few weeks trainees will be looking to book a formal meeting with you to discuss the first term review. This should take place at a point before the end of term (where possible) and will lead to a further meeting between the trainee and their PDT.

Trainees should bring the review form to you partially prepared with the first page completed offering a grade for any standard that have been observed during formal lesson observations to date.

It is unlikely that the trainee will be able to consider all 20 standards within their first term, and will perhaps have only been assessed against 8-10 standards at this point.

During the tutorial you should discuss 'strengths and successes' and 'areas for improvement and negotiated targets' with the trainee, signposting areas that the trainee has shown development in and highlighting targets for improvement for the following term.

At this stage it is worth discussing the support mechanisms that you are able to put in to place in order to help your trainee. This might include arranging further observations, shadowing, CPD or professional discussion with other experienced tutors to guide development.

You may find the questions listed on page 5 of this newsletter useful in discussing those support options.

A 'cause for concern' box appears at the base of the form and should be completed by the mentor to bring any potential issues to the attention of both the trainee and the PDT.

If you have any concerns or issues prior to this tutorial we would ask that you contact both the trainee and their PDT to discuss.

The process involved the first term review allows both you and trainee to discuss as whole host of issues and should be given ample time to share your experiences to date.

This process is key to setting targets for the next term and allows trainees opportunity to prepare for their next stage of teaching.

If you have any questions about the termly review process please do not hesitate to contact the PCET team.





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## Birmingham City University Partnerships Initial Mentor Training

In the first two issues we introduced our online training package for new, existing and prospective Mentors. As the dust settles after a busy start to the year we would like to take this opportunity to remind/introduce you to this extra level of support offered by Birmingham City University.

This support is presented as an online learning package for you to access at your own convenience, with each section containing support materials and activities designed to help you understand or consolidate what it is to be a Mentor. Moreover, this package is free to use.

The training may be described as 'entry level' and will take around one hour to complete (in short stages if you wish), including a test at the end. Once completed (with a score of 75% or above) a certificate is released to acknowledge your completion of the training package.

The course itself is about the dispositions, attitudes and skills required of mentors. It will encourage you to reflect on what it is to be a mentor in a general sense, what knowledge, skills and attitudes mentors need and how your context relates to that.

To access the online training package click on the link below, or type the address in to your browser:  
<http://goo.gl/T473TI>

Once you have registered with the website you can use the enrolment key below to access the training package: **BCU\_Mentor\_14**



Open all ● Close all ●

One - Introduction ●

We hope this training will encourage you not only to work with mentees and share your knowledge and experience with the next generation, but also help you think about your own professional development. Alternatively, scan the QR code to the right for immediate access.



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## Key questions to review your mentoring relationship

As you begin to plan for the New Year we provide a selection of questions relating to the mentoring process. These might be useful to review for your own CPD and build the mentor/trainee relationship. We hope these prove useful to consider.

Providing appropriate models of teaching and of professional development:

- Am I clear what skills my trainee needs to develop (e.g. pedagogical, vocational, questioning skills)?
- Am I sure I am modelling all of these?

Helping trainees to set achievable goals and tailoring the assistance given to trainees according to their individual circumstances and stage of development:

- Do I understand my trainees' individual learning needs?
- Am I helping them to achieve professional learning objectives?
- Are we both clear about what these are?
- Am I able to use a variety of 'helping' strategies according to different objectives?

Challenging trainees' preconceptions relating to learning to teach and seeking to move trainees on accordingly:

- Do I have a clear view about the respective roles and value to a trainee's development of experience of teaching, reflection on teaching experience and access to other forms of knowledge respectively?
- Do I seek to establish and have means of identifying whether student teachers share such a view?

## Future editions of PCET Partners

In the New Year we will release another newsletter offering further support to our mentors and partner organisations.

In the next couple of weeks we will be sending out a call for contributions, in order that you are offered the opportunity to contribute to this issue. The aim of this request is to engage as many mentors as possible in the development of a mentoring community across the course.

We are focused on developing a support network for our partner organisations and if you wish to contribute to this process by writing a short article or by offering ideas for best practice in meeting the needs of your trainee, then please contact the PCET Partnerships team at [pcet.partnerships@bcu.ac.uk](mailto:pcet.partnerships@bcu.ac.uk)

In addition to submitting articles to PCET Partners, we are also interested in your ideas for CPD events, training opportunities, key discussion points and ideas for addressing professional standards.

Please do consider contributing to the development of this community, and sharing your experience with the BCU Partnership.

## PCET Partners

PCET Partners is produced by the PCET Partnerships team at Birmingham City University.

Please send any feedback, suggestions or contributions to:

[pcet.partnerships@bcu.ac.uk](mailto:pcet.partnerships@bcu.ac.uk)