

Birmingham City University
Faculty of Education, Law and Social Sciences
School of Secondary and Post Compulsory Education
PGCE Secondary Partnership Committee

Minutes of the meeting of the PGCE Secondary Partnership Committee held on Wednesday, 6th November 2013.

Peter Carr (Chair)	Secondary Partnership Manager
Ian Axtell	Senior Lecturer – Music
Jean Dyson	Senior Lecturer – Art and Design
Don Newton	Senior Lecturer – Mathematics
Simon Spencer	Deputy Head of School of Education
Chris Bolton	Senior Lecturer – Drama
Tracey Goodyere	Senior Lecturer – Design & Technology
Helen Thomas	Senior Lecturer – Science
Andrew Steed	Senior Lecturer - Mathematics
Catherine Coates	Perry Beeches School – Professional Mentor
Andrea Reid	Fairfax School – Mathematics Mentor
Dave Russell	ACE Academy – Professional Mentor

In attendance: Matthew Waterhouse

1 To receive apologies for absence

Martin Fautley, Phil Taylor, Helen Yorke, Kelly Davey Nicklin, Steve Cormell, Claire Barrington, Helen Lowe, Ryan Everson, Emma Smith.

2 To consider the minutes of the previous meeting held on 5th June 2013

Appendix A

It was noted that the date of the previous committee meeting for which the minutes would be considered was incorrect and should have read 'Wednesday 27th February 2013'. Aside from this, the minutes were accepted as an accurate record.

3 To consider the matters arising from the minutes of the meeting held on 5th June 2013

Peter Carr informed the committee that in the last meeting it was discussed that letters containing information on the three Key Messages of the National Priorities had been sent out to all schools that were supporting a trainee for a School 2 placement. It was noted that this had been successful to an extent however these key messages had also been discussed at the School 1 Briefing Meeting that took place on Thursday 3rd October 2013. The Committee were informed that these National Priorities would also be looked at in further detail in the current committee meeting.

One of the matters arising from the previous meeting was the monitoring and progress of the PGCE Secondary Action Plan.

Appendix B

The Committee were asked to refer to the PGCE Secondary Improvement plan that had been distributed to them and each action point was then addressed. Details of the issues identified and progress to date were presented and are summarised on the up-dated version (See Appendix B)

In the discussion, the following additional points were made:

Whole Course Improvement Plan

Peter Carr highlighted that there were a number of recurring themes relating to the Ofsted National Priorities and that these would be continuously addressed by the Improvement Plan. The opportunity for this would arise at the Partnership Committee Meetings taking place in February and June 2014.

Peter Carr reported that the Research project that the trainees were required to complete would be adapted so that trainees were encouraged to focus explicitly on their own professional development. It was reported that Helen Thomas, Route Leader for Science had been involved with this aspect of the whole course improvement plan.

Design & Technology

Tracey Goodyere, Route Leader for Design & Technology reported that the information contained within the improvement plan for this subject was just from the trainee exit survey as Design & Technology were not yet in receipt of the External Examiners Survey.

Mathematics

It was reported by the Maths team that the trainee's average grade against Standards 2 and 5 were relatively lower than the other Standards. Workshops and sessions were already taking place this term on Monday afternoon's to address this. Don Newton informed the committee that Andrew Steed, Senior Lecturer in Mathematics would be running workshops throughout the year and invited the members of the committee who were from Partner Schools to get in contact if they were interested being involved with one of these workshops.

Music

Ian Axtell, Route Leader for Music informed the committee that it was important to remember that Birmingham City University were offering an Outstanding Course but that he also understood the need to highlight and analyse ways of moving forward. It was also reported that the idea of creating a culture of best practice is created where trainee's awareness of the training and support they have received is raised

Conclusion

Peter Carr concluded that the improvement plan now needed to be approved and this approval was received from all members of the committee. The point was raised that the reason for this was so that mentors had input into what goes into the improvement plan and were aware where the information for it comes from. The purpose of the improvement plan is to highlight how the whole course is continually being developed and how issues are being addressed within individual subjects.

David Russell, Professional Mentor at ACE Academy informed the committee that it should be acknowledged that the issues within the BCU Secondary Improvement Plan are linked to what is going on within schools. These issues included the critical studies issue within Art & Design. The emphasis placed on data and trainee's awareness of it was also especially important. The committee then discussed their own experiences of the use of data within schools and how trainees were receiving training on this. These included strategies for personalised learning such as RAG rated seating plans, intervention codes, diagnostic marking and the justification of constant dialogue with pupils. It was stated that Birmingham City University trainees were being made familiar of the strategies discussed. It was concluded and agreed that what Birmingham City University is working on with its trainee teachers is directly linked to issues and strategies taking place within its partner schools.

Peter Carr informed the Committee that trainees perceived mixed provisions in schools and had done so for the previous three years. Before the committee were asked to look in detail at the

document reviewing School 2 Evaluations, Peter Carr explained that it was important to remember that for the Science Course, there was a much smaller number of trainees as they were split into Chemistry and Physics and that the implications of this were that the findings may appear more drastic in relation to other subjects.

The committee were then invited to view in depth the document reviewing the School 2 Evaluations that had been distributed to them.

Peter Carr highlighted Number 3 – ‘The National Priority of managing behaviour and discipline’ as a positive aspect of the evaluations and Number 4 – ‘The National Priority of supporting early readers (including an understanding of systemic synthetic phonics)’ as a more troubling area. Number 5 – “...discussions/meetings/INSET on a range of other whole school issues, possibly meeting other key members of staff” was highlighted as an area where there may possibly be a number of anomalies.

Peter Carr reported to the Committee that Number 10 - ...’discussion of trainees evaluations, including teaching and assessment of the pupil’s learning’ would be discussed in more detail and informed the committee that those points relating to the Ofsted National Priorities would be visited as they had been priorities for two years and were worth addressing. Particularly this would be included in the discussion later on in the meeting when School Mentor colleagues would be asked for their input on these issues for the School 2 Briefing Meeting. The areas where the findings were less positive would also be attended to.

Peter Carr then asked the committee to focus on point 4 - ‘The National Priority of supporting early readers (including an understanding of systemic synthetic phonics) and asked for the opinions of School mentors and Birmingham City University colleagues.

Andrew Steed informed the committee that the findings of the evaluations could show that the school as a whole may not be addressing this, not just that the trainees weren’t involved with this. This was supported by Peter Carr who added that BCU tutors have their targets and look to schools to support these targets but this is not always happening. Dave Russell raised the point that his school, ACE Academy had been involved in a workshop with a Primary School colleague which had helped with their understanding of this issue. This was supported by Ian Axtell, Route Leader for Music who explained how his trainees had been involved in workshops led by BA Primary QTS Year 3 trainees who have an in depth knowledge of phonics and early readers. Peter Carr added that it was important for the University to show that this was happening. Andrew Steed made the point that it would be interesting to know whether there are many Secondary teachers who did have a full knowledge of this. Don Newton, Route Leader for Mathematics concluded by saying that BCU has prepared its students correctly and given them specific training on this issue. Ian Axtell agreed and stated that trainees do need to be made aware that they have received this intensive training as they may not realise the training is directly related to this point.

Don Newton made the point that the evaluations were extremely positive and schools should be made aware of this and praised for their efforts. It should be noted out of all of the numbers the positive responses and ultimately it is apparent that the trainees are receiving a very good experience. The evaluations provide evidence of in depth coverage by schools in these areas and Don Newton suggested that this document should be sent out to all partner schools with a covering letter thanking them for their efforts and highlighting how positive the evaluations are.

5 To consider arrangements for Ofsted visits to partnership schools.

Peter Carr discussed the procedures for Ofsted inspections of ITE providers that will affect schools in terms of the visits to partnership schools that inspectors will wish to make. These arrangements are as specified in the Initial Teacher Education (ITE) inspection handbook, Ofsted, September 2012. The arrangements involve a phone call to the ITE provider usually before 9.30 on the Thursday before an inspection week. Following the phone call BCU will be in immediate discussions on the Thursday and Friday with the partner schools that inspectors have selected to visit, about arrangements for inspection visits. BCU understand the potential difficulties that can be generated

in schools by the need for quickly made arrangements, and ask for partner schools' flexibility. Peter Carr reminded the Committee that PowerPoint slides with further detail on Ofsted inspection visits were presented at the School 1 Briefing, and will be revised and updated if necessary for the School2 Briefing in January.

6 To discuss the 2013/2014 version of the BCU Review and Analysis form

Appendix D

Peter Carr distributed both parts of the new Review and Analysis form to members of the committee and informed them that the form had moved from a single sheet version which was in use last year to a Part A and Part B version to be used for the 2013/14 academic year.

It was reported that a visit from an Ofsted consultant and information passed on by External Examiners had led to this modification. This information stated that the form was biased towards teaching and less emphasis was given to the learning of the pupils and the impact of teaching on learning.

Peter Carr then explained the separate parts to the form and their uses. Part A was intended for rich qualitative data and used for post observation feedback however Part B is used to help the observer make a judgement and the points on the form encourage them to make points about the evidence of the learning of the pupils and how the trainee's teaching affects this. Helen Thomas added that you need to use both Part A and B for lesson observations but Part A itself can be used for providing a variety of feedback for trainees.

Peter Carr asked for a response from school Mentors on the new form but acknowledged that at this point in the year they may only just be starting to use them. Ian Axtell stated that the new form provides a link to the formative standards and question threads, the committee agreed that this could assist the setting of sharp targets. Catherine Coates, Professional mentor at Perry Beeches Academy added that the form encouraged nice succinct comments from mentors. Andrew Steed agreed and stated that there was no need to repeat comments and that wording such as "see Part A" could be given

Tracey Goodyere made the point that the form encouraged trainees to focus on pupil progress and not just their own personal progression. It was discussed that often trainees focussed on the processes and functions of teaching and not always teaching for learning.

Peter Carr concluded that the new Part B of the form encouraged mentors to give a few words for a large impact, the form could also include questions for the trainees to think about and finally the form provides a paper trail to show that there has been a focus on these areas.

7 To consider agenda items for the School 2 Briefing Meeting.

The committee were directed to the document they had been distributed with the heading 'Potential Agenda for School 2 Briefing Meeting - 22nd January 2014.'

It was explained that BCU were interested in the input of School Mentors on how the issues listed on the document could be addressed at the next briefing meeting and the committee were explained that whatever was produced during this activity may go into the meeting as potential activities.

The committee members were asked to work in groups of two or three to discuss and record points for discussion relating to the issues mentioned on the document they had been directed to. Following the meeting, these working documents would be collected and integrated in to one document to show the points that were discussed by individual groups at the Partnership Committee Meeting. This document would be reviewed and be used by those involved with creating the agenda for the School 2 Briefing Meeting.

8 To receive feedback from Mentor Representatives

Art & Design –

There were no mentors present at the meeting.

Design & Technology –

There were no mentors present at the meeting.

Drama-

-

There were no mentors present at the meeting and the committee were informed that new mentor representatives were required.

Mathematics –

Andrea Reid from Fairfax school was introduced by Done Newton as a new Mathematics Mentor representative at the Partnership Committee Meetings. Don Newton explained that Andrea was a former BCU trainee and commended her as a young teacher who had already achieved two promotions. Don Newton explained that prior to attending the meetings; Andrea had already contacted and would continue to contact those Mathematics mentors at schools where BCU trainees were placed to gain feedback. Andrea Bird informed the committee that all of the feedback she had received from mentors was positive and that trainees were settling in well. At Fairfax School it was pleasing to see that the trainees on placement were enthusiastic and willing.

Music-

-

There were no mentors present at the meeting.

Science –

There were no Science representatives present at the meeting and it was reported that new mentor representatives were required

Professional Mentors –

It was reported by Dave Russell that the trainees understanding of what was required of them was great and this was agreed by Catherine Coates.

Don Newton raised the point that the benefits of attending at being part of the Secondary Partnership Committee needed to be highlighted. It was discussed that a gesture could be made to schools in the form of paying for supervisory cover for mentor's last lessons so the meetings could commence earlier. The reason behind this was that teachers have a long day and may not be interested in attending these meetings after a hard day at school. It was discussed by Kirsten Adkins, Art & Design Mentor at Tudor Grange Academy that there was a kudos attached to attending these meetings but this needed to be promoted and sold to the mentors managers so that they realise the importance and use of these meetings and mentors are therefore granted official time away from school to attend these meetings.

Peter Carr concluded that he would encourage all mentor representatives from schools to contact other mentors at their schools to discover their feelings about attending these meetings.

9 To consider Equal Opportunities issues

Simon Spencer informed the committee that he had been involved in a Diversity Discussion Meeting with trainees which allowed them air concerns and discuss issues that may have arisen on placement. Simon Spencer reported that the quality of discussion was excellent however this could still be enhanced by more attendees at this meeting. A brief example of the types of things that were discussed was given and it was noted that a brief report of this meeting would be available to read if required.

Don Newton also reported on a situation he had been involved in whilst visiting a trainee within a school. Don Newton enquired whether it would be possible to run these meetings as part of the Teaching Practice Forum Session as once trainees attend placement they are caught up in placement and may not have the time to attend. Andrew Steed stated that compulsory attendance at these meetings may have an effect on the openness of the discussion as there may be a larger group and also varying qualities of discussion may affect the equality of the information trainees receive. David Russell raised the question that attendance at these meetings may be lower as everyone is now more aware of multiculturalism and therefore there is less emphasis on this.

Simon Spencer concluded by informing the committee that the Diversity Discussion Meeting was only one part of the equal opportunities issues.

10 To consider any other business

Don Newton introduced his Maths newsletter to the committee and gave an update that a new version was released every half term and the latest version would be being produced very soon. Don Newton also informed the committee that workshops would be taking place over the next half term that were ran by an outstanding teacher, Adam Slack who is Maths Mentor at Lordswood Girls School. Don Newton encouraged School Mentors to pass this on to their school colleagues.

Peter Carr introduced Chris Bolton and Tracey Goodyere, new route leaders at BCU for Drama and Design & Technology respectively to the committee and gave a brief explanation of the schools they had joined from which were Golden Hillock School for Chris Bolton and St Pauls RC Girls School for Tracey Goodyere.

The committee were then informed by Peter Carr that Dave Russell, Professional Mentor at ACE Academy would be chairing the next Partnership Committee meeting and would be liaising with the Secondary Partnership Manager to set and agree the agenda for this meeting.

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

*The next Secondary Partnership Committee Meeting will be held on
Wednesday, 26th February 2014 (Attwood Building A106a 16.30 – 18.30)*

Distribution list

ELSS School of Education		Mentor Representatives	School
Peter Carr	PGCE Secondary Course Director Route Leader for Art & Design	Claire Barrington	Great Barr School – D & T
Ian Axtell	Route Leader - Music	Catherine Coates	Perry Beeches School – Professional Mentor
Chris Bolton	Route Leader - Drama	Steve Cormell	The Streetly School – Professional
Kelly Davey Nicklin	Senior Lecturer - Music	Kirsten Edkins	Tudor Grange Academy – Art & Design
Jean Dyson	Senior Lecturer – Art & Design	Ryan Everson	Lode Heath School – Art & Design
Martin Fautley	Director of Centre for Research	Elnaz Javeheri	Heartlands Academy - Maths
Tracey Goodyere	Route Leader – Design & Technology	Sarah Jessel	Joseph Leckie Academy – Music
Kevin Mattinson	Head of School of Education	Ed Lee	Heartland Academy Drama Mentor
Caroline Montgomery	Senior Lecturer – Prof Studies	Helen Lowe	Leasowes High School - Drama
Don Newton	Route Leader - Mathematics	Joanna Newman	Wood Green Academy - Music
Simon Spencer	Deputy Head of School of Education	Andrea Reid	Fairfax School - Maths Mentor
Andrew Steed	Senior Lecturer - Mathematics	Dave Russell	Alexandra High School – Professional Mentor (Chair)
Phil Taylor	Course Director – MTL & EPPS	Emma Smith	Q3 Academy – Mathematics
Helen Thomas	Route Leader - Science	Gemma Wood	Perry Beeches School – D & T (Textiles)
Helen Yorke	Director of Education Partnerships		