

# Block B Placements

## Professional and Subject Mentor Briefing



# Objectives- Professional Mentors

1. To establish the role of the professional mentor when working in partnership with Birmingham City University
2. To share key documentation and resources that will support professional and subject mentors to effectively coach and assess trainees against the Teachers' Standards
3. To develop a philosophy for mentoring that will support professional mentors to assure quality of subject mentoring for enhanced trainee progress



# Objectives- Subject Mentors

1. To establish the role of the subject mentor when working in partnership with Birmingham City University
2. To discuss subject-specific mentor practice that enables trainees to be coached and assessed effectively against the teachers' standards
3. To support the development of subject and phase specific mentoring that develops trainee knowledge of high quality subject teaching and the latest subject developments from subject associations.



# Course Priorities for 2017/18

- Increasing the number of trainees who complete the PGCE Secondary course with a grade 1 ('outstanding')
- Reducing the number of trainees who complete the PGCE Secondary course with a grade 3 ('requires improvement')
- Continuing to respond to the Carter Review – ensuring that our programme includes advanced subject knowledge (TS3), practical behaviour management (TS7) and how to adapt teaching to unlock the potential of pupils with a wide range of different needs (TS5).
- Ensuring that mentors support trainees in gaining evidence for Standard 6 (assessment)

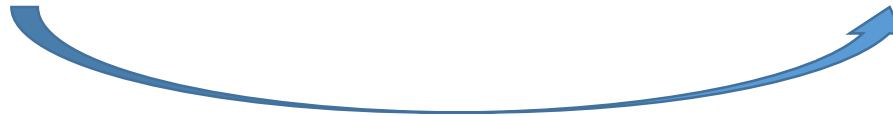




Block A SEPJ cover



Block B SEPJ cover



Supporting trainees to shift their focus from themselves to their pupils

## Preparation for Block B placements

- Trainees have been asked to contact school to find out what time they should be in on Tuesday 23<sup>rd</sup> January.
- They have been asked to bring in their SEPJ from School 1 to show their mentor
- They will bring in their DBS with along with their safeguarding confirmation letter and a form of photo ID.
- They will have an attendance register that will be put into their SEPJ.

# Block B– advance preparation

- Trainees have been asked to EMAIL a copy of the following to both the professional and subject mentors:

✓ PPPP Part 3

✓ End of Placement Report

✓ Professional Practice Audit

✓ Subject Knowledge Action Plan



## Structure of placement and dates

- Four days per week until February half-term
- Five days per week from after February half-term until 25<sup>th</sup> May.
- Midpoint review & internal moderation form due in **Friday 9<sup>th</sup> March** (*School Direct trainees will have two midpoint reviews, one at the end of School 2 and one part way through their return to School 1*)
- Progress Review Meeting 4 – **Monday 12<sup>th</sup> March**
- End of Placement report due in **Friday 25<sup>th</sup> May**





## Early weeks (suggestion only)

- Week one & two – observing, pupil trail, gathering pupil data, timetable, schemes of work, starting to plan, school policies, handbooks, etc.
- Week three – taking some parts of lessons, ensuring schemes of work are signed off
- Week four – start to transition into full teaching of your timetable

# Timetable

- Trainees are building up to **15 hours** of teaching in their first subject (second subject is in addition to this)
- Trainees should be given 15 hours over five days (Mon – Fri). Monday lessons won't be taught until after half-term.
- Therefore unlikely that they will be teaching full 15 hours until after half-term.
- Timetables must include Key Stage 3, 4 and 5 – some post-16 experience required.



# Timetable

- Weekly subject mentor meeting must be included on their timetable.
- Trainees must submit their timetables via Moodle on the BCU template.
- Trainees need to be attached to a tutor/form group (ideally not the same year group as in school 1 and not the form group of their subject mentor)
- Second subject (not for DT/Science) – at least one lesson per week.
- Attend parents evenings, open evenings, CPD, duties, etc.



## Enrichment Placement

- During Block B trainees need to arrange the equivalent of a week's worth of experience in another school or institution – the 'enrichment' placement.
- The idea behind this is to broaden their scope in terms of experience but also to 'plug gaps' to ensure they are fully addressing the Teachers' Standards.
- If neither school placement provides Post-16 experience, Post-16 must be the priority for the 'enrichment' placement.
- If trainees already have or will have Post-16 experience the 'enrichment' placement could be based on a different aspect, e.g. EAL.
- It would be useful to work within subject teams to visit each others' schools to fulfil the requirements of the 'enrichment' placement.

## Further mentor info

- Please visit the [partnership website](#) – this contains useful information and documents to support the placement.
- Midpoint reviews and end of placement reports MUST be provided **electronically**.
- All professional and subject mentors receive a mentoring handbook – if either the SM or PM is unable to attend the mentor briefing we will bring this with us when we conduct our first visit (electronic version also on website)
- Trainees need to be formally observed AT LEAST twice per week with an R&A form completed and formative grades provided.

## Tutor Visits

- Subject tutors will visit twice during the block B placement.
- 1<sup>st</sup> visit is a paperwork visit – tutors will have a check list in regards to the set up of the placement.
- 2<sup>nd</sup> visit will jointly observe teaching with the subject mentor.

Our visit is for quality assurance purposes – important that we jointly observe with subject mentors



# Units of Work

- Trainees use the BCU unit of work template (available on Moodle) PGCE Secondary – School Experience – Units of Work
- There is a guidance document to support trainees.
- Units of work must be created, even if trainees are adhering to the units of work provided by the school.
- Units of work must be signed off the mentor before teaching can commence.



# Lesson Planning

- Full lesson plan to be completed for a **minimum of two** lessons per week (linked to formal lesson observations).
- A reduced version of a lesson plan template will be provided for trainees to use for all other lessons (all lessons must still be planned). Evidence towards the Teachers' Standards can still be obtained through the reduced lesson plan. As an alternative, trainees may use the school placement lesson plan template or another template that the mentor has authorised.



# Lesson Planning

- If there are concerns about a trainee's progress, the full lesson planning template must be used for all lessons. This can then be re-negotiated once sufficient progress has been made.
- Mentors can decide if they want trainees to produce the traditional lesson plans for more than two lessons per week if they feel that trainees need more support with lesson planning.



## SEPJ Tasks 6 & 7

- Deadline for SEPJ tasks is the end of Block B (School Direct – this must be completed during your second school experience).
- Linked to Teachers' Standards – support with evidence
- Induction to school placements
- Put into trainees' SEPJs as part of their evidence
- Must be shown to school mentors for checking
- Responses are coded A, B and C to indicate the level of detail required.

# Priorities for School 2

## **Assessment** – in breadth and depth

Formative assessment (AfL)

Summative assessment (AoL)

Generating and recording assessment data

Monitoring and tracking pupil progress

Reporting and accountability

Aim to gain Post 16 experience in their subject

Subject Pedagogy assignment



# Priorities for School 2

**Differentiation** - meeting the needs of individual pupils

Differentiate by task, resource, grouping, support,  
outcome

Systematically address the learning needs of individuals

Identify **in their planning** ways in which they will support  
named individuals

Demonstrate this support **in practice**

**Behaviour Management**



# External examiner visits

- Usually take place in May
- You will be informed if an examiner plans to meet you in school

# Ofsted (just in case...)

Just in case...

Thursday phone call for Monday inspection

Watching trainees (and NQTs) teaching, checking files, holding discussions at school and in university

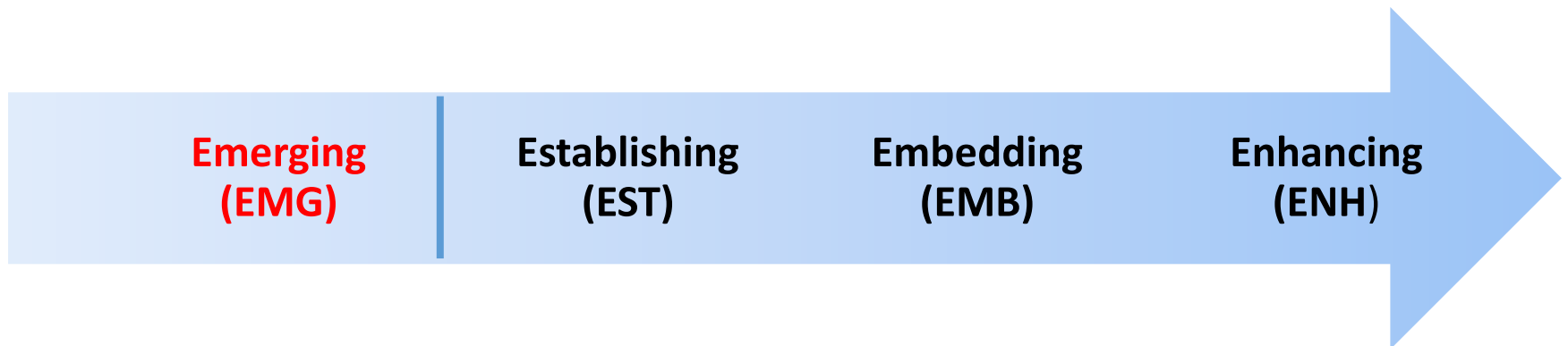
On-line questionnaire

Almost no time to prepare – please be flexible and adaptable at a moment's notice



# Collecting Formative Feedback

- Add to SEPI regularly and frequently (daily when in school)
- Weekly Review meeting used to reflect upon evidence and targets across the week.



# Range of evidence that can go into the SEPJ

- units of work
- lesson plans
- lesson evaluations
- lesson observation notes
- Review and Analysis Forms (observation feedback)
- SEPJ Tasks and other assignments
- notes taken during discussions, meetings, lectures, from web sites or from publications
- policy documents from placement schools
- letters, pro-forma, etc from placement schools
- samples of pupils' work



# Range of Evidence

But...

- “...documentary evidence, of itself, will not serve as the “demonstration” required by each of the Standards [...] Standards must be linked to **practical demonstration in classroom teaching** and wider involvement in schools. Evidence might, therefore, be that which is **observed by mentors** rather than documentary evidence.”



# Collation of Evidence

- Electronic collation of evidence is recommended, however, all evidence must be organised and accessible at any time by mentors/tutors.
- Any electronic evidence must be annotated to show how the evidence addresses the identified Standard.
- Hard copies of evidence can also be used and must be filed and labelled at the back of the SEPJ.
- Trainees will submit their SEPJ at the end of course in order to pass QTS and they will be inspected by external examiners.



# Documenting Formative Feedback

		Evidence item			
S7	<div>A B C D</div>	<i>I devised a seating plan for class 7A to help minimise disruption during the lesson. The seating plan worked well because the pupils were more engaged in their learning and there was less low-level disruption.</i>		1 (seating plan)	EST KDN 6/9/16
S8	<div>A</div>				

Evidence summary

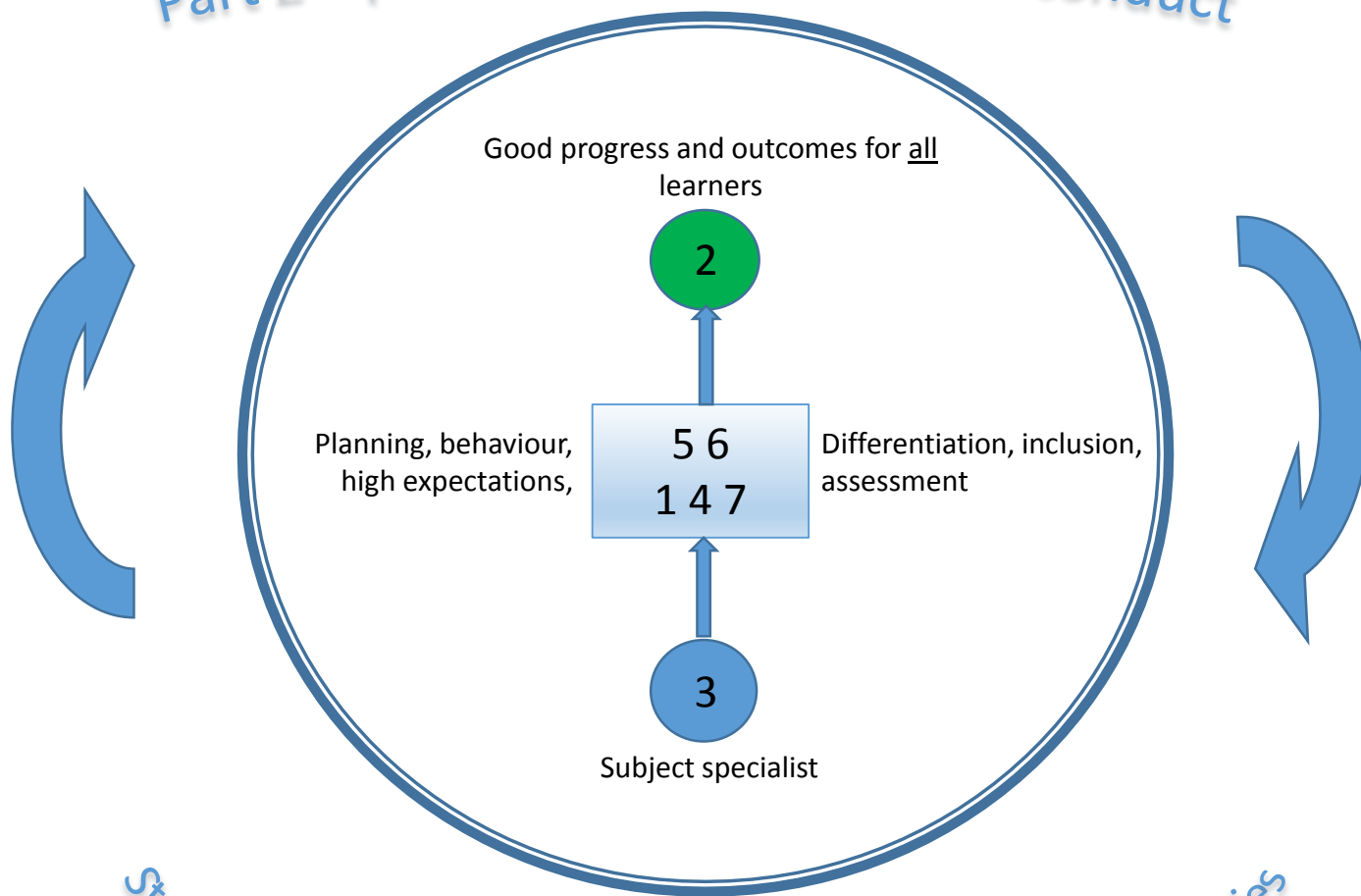
Formative grade

Sign & date (mentor)

# Calculating a final grade

- To finish with a grade 1 (outstanding) the majority of standards need to be graded as 'ENH', grade 2 = majority EMB.
- We don't send anyone out into the profession finishing on a grade 3. Grade 3 = requires improvement. If a trainee is in danger of finishing on a grade 3 this will be identified at the midpoint review (or earlier!) and they will be placed on a support plan.
- Trainees must 'Pass' Part 2 – this is not graded but based on pass/fail

## Part 2 – personal and professional conduct



Standard 8 – fulfilling wider professional responsibilities

# Subject Pedagogy

- The majority of the Subject Pedagogy module will be supported by Subject Pedagogy workshops and both school placements.

## Learning Outcomes:

1. Justify and evaluate the subject signature pedagogies used to underpin effective learning and teaching in your selected project.
2. Critically evaluate the attainment and progress of learners in your specialist subject, suggesting teaching strategies to improve outcomes for learners in your selected project.
3. Critically reflect on your professional practice in the context of the selected theme and the teaching of your specialist subject.
4. Critically engage with the work of leading educators, policy initiatives and related frameworks and guidance in your specialist subject.

# Professional Enquiry

- The Professional Enquiry module is supported by a three-week research placement after the School 2 placement.

## Learning Outcomes:

1. Provide a rationale for practice-based enquiry, based on personal, professional and organisational needs taking into account appropriate research methodologies and ethical approval procedures.
2. Critically review a range of appropriate literature in relation to the chosen enquiry topic/focus, linking theory to practice.
3. Gather and analyse workplace evidence using suitable and well-justified data collection methods and discuss implications for future practice
4. Present your rationale, literature review and workplace evidence in a logically structured format appropriate for a professional audience, using the Harvard referencing system.

# The role of the professional mentor in the BCU partnership

The professional mentor plays an important role in the BCU partnership to support us in maximising trainee progress and when working towards our course priorities.

**What is the role of the professional mentor within our partnership?**

**What is the role of the professional mentor within the context of your school?**



# Strengthening the quality of ITT through mentoring

## The role of the Professional Mentor

**Standard 1** –  
Personal qualities

**Standard 2** –  
Teaching

**Standard 3** –  
Professionalism

**Standard 4** –  
Self-development and working in partnership

**National Standards for  
school-based initial  
teacher training (ITT)  
mentors**

July 2016

# Strengthening the quality of ITT through mentoring



## **Carter review of initial teacher training (ITT)**

Sir Andrew Carter OBE

January 2015

## **A framework of core content for initial teacher training (ITT)**

July 2016

## **National Standards for school-based initial teacher training (ITT) mentors**

July 2016

# Strengthening the quality of ITT through mentoring

There is an inconsistency in the quality of mentoring for trainee teachers in school. Programmes are inconsistent in how they plan for structured school experiences



## Carter review of initial teacher training (ITT)

Sir Andrew Carter OBE

January 2015

High quality school based mentors have a critical role:

- Supporting trainee teachers to develop into effective teachers
- Building the capacity of the school workforce

# Strengthening the quality of ITT through mentoring

**A framework of core  
content for initial  
teacher training (ITT)**

July 2016

ITT providers are encouraged to adopt new mentor standards to ensure that the role of the mentor gets the status and recognition it deserves

# Strengthening the quality of ITT through mentoring

Schools have a role to play in supporting **both** mentors and trainees by creating and fostering a positive environment in which mentors and trainees are able to fulfil their professional expectations.

The standards, although not statutory, could be used by schools to strengthen the quality of support that trainees receive whilst on school placements.

**National Standards for  
school-based initial  
teacher training (ITT)  
mentors**

July 2016



# What the research says:

## QUESTIONING

- The teacher's ability to question is a product of the mental map
- What are the questions worth asking? What counts as open/deep questions? Based on map of understanding the curriculum.
- Purpose of the question is to explore the mental map.
- Fundamental skills are based on teacher knowledge.
- What is the starting point? Should it be the subject to be taught? How can we support the trainee to create and strengthen their own mental map?
- How does Bloom's taxonomy link to our maps? Do we need the Bloom's adjectives to develop our own map and understanding of the curriculum/body of the subject?

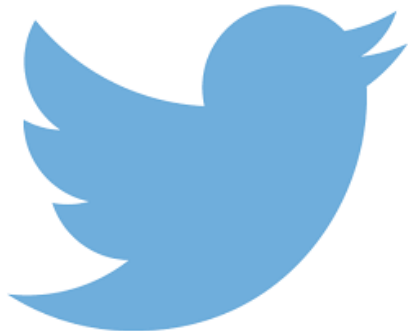
Fordham, M. (2017)





# Our Twitter account - @BCUPGCESec

- We've been using a course Twitter account for the last two years.
- Useful way to share links, info and get trainees connected.
- **#BCUITEChat** takes place on the first Thursday of every month at 8pm. Topics chosen by trainees and we get education specialists on Twitter to contribute. Sue Cowley contributed to our January Tweet chat on the topic of behaviour management.
- We hope that mentors and placement schools who have Twitter accounts can also follow our account and get involved.



**#BCUITEChat**

Thursday 11th Jan 2018, 8pm—9pm

Discussion topic:  
**Behaviour management**

Hosted by BCU trainee @philip\_mccahill

Supported by behaviour expert @Sue\_Cowley

*Current trainees, NQTs, school partners and everyone else always welcome!*



# We're moving!

- We move to our City South Campus in May
- Little impact on trainees with us this year
- New facilities and subject spaces
- Next mentor training in Sept will be at our new campus





## Two priorities for subject/group discussion with tutor teams

### Standard 6 – Assessment

- Last year standard 6 was graded as the weakest based on our school 2 data – as mentors why do you think this might have been?
- How can we support trainees to work towards ‘Enhancing’ for Standard 6? (descriptors on the next slide)



Standard Prompts	Emerging (EMG)	Establishing (EST)	Embedding (EMB)	Enhancing (ENH)
<ul style="list-style-type: none"> <li>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</li> </ul>	<p>Basic understanding of statutory assessment requirements for the subjects and age phases taught.</p> <p>Recognises the need for accurate assessment against national benchmarks.</p>	<p>Secure understanding of statutory assessment requirements for the subjects and age phases taught.</p> <p>Assessments broadly accurate against national benchmarks with support.</p>	<p>Good understanding of statutory assessment requirements for the subjects and age phases taught.</p> <p>Assessments accurate against national benchmarks.</p>	<p>Excellent understanding of the statutory assessment requirements for the subjects and age phases taught.</p> <p>Confidently and accurately assess learners' attainment against national benchmarks.</p>
<ul style="list-style-type: none"> <li>Make use of formative and summative assessment to secure learners' progress.</li> </ul>	<p>Planning and teaching make use of a basic range of formative and summative assessment strategies that indicate that learners make some progress.</p>	<p>Planning and teaching informed by a developing range of formative and summative assessment strategies to ensure learners make satisfactory progress.</p>	<p>Employ a range of appropriate formative and summative assessment strategies effectively and adapt teaching within lessons in light of learners' responses.</p>	<p>Employ a range of assessment strategies very effectively in their day to day practice to monitor progress and inform future planning.</p> <p>Systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning.</p>
<ul style="list-style-type: none"> <li>Use relevant data to monitor progress, set targets, and plan subsequent lessons.</li> </ul>	<p>Show a basic understanding that school and pupil data is used to set targets for groups and individuals; with support uses data to identify next steps in learning.</p>	<p>Understand how relevant school and pupil data is used to set targets for groups and individuals; use that knowledge to monitor progress.</p>	<p>Use relevant school and pupil data to set targets for groups and individuals; use data to monitor and secure progress.</p>	<p>Use relevant school and pupil data to set challenging targets for groups and individuals; use data to monitor and secure good progress.</p>
<ul style="list-style-type: none"> <li>Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.</li> </ul>	<p>With support, provide some feedback orally and/or through marking to help learners identify next steps; some opportunities are provided for learners to respond to feedback.</p>	<p>Provide appropriate feedback both orally and through marking to help learners make progress; learners given opportunities to respond to feedback</p>	<p>Assess learners' progress accurately and provide regular and constructive feedback both orally and through marking; learners encouraged to respond to feedback.</p>	<p>Assess learners' progress accurately and provide consistent and precise feedback both orally and through marking; learners supported in responding to feedback.</p>

# Trainees not making expected progress

- If, during the placement, it becomes apparent that trainees are struggling or not making the expected progress, what steps should you make as subject mentors to support them?

