

**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, 7 November 2012

<b>Present:</b>	Ian Axtell	PGCE Music Subject Route Leader – Faculty of ELSS
	Ted Bunting	Director of Work Based Learning - Faculty of ELSS
	Peter Carr	PGCE Art Subject Route Leader – Faculty of ELSS
	Catherine Coates	Professional Mentor – Perry Beeches Academy
	Jean Dyson	Art & Design Tutor – Faculty of ELSS
	Don Newton	PGCE Mathematics Subject Route Leader – Faculty of ELSS
	Phil Taylor	MA/MTL Course Director
	Dave Russell	Professional Mentor – Alexandra High School
	Simon Spencer	PGCE Secondary Course Director - Faculty of ELSS
	Karen Teasdale	PGCE Dep. Course Director & Drama Subject Route Leader–Faculty of ELSS
	Helen Thomas	PGCE Secondary Science Subject Route Leader – Faculty of ELSS
	Gemma Wood	D & T Mentor – Perry Beeches Academy

**In attendance:** Victoria Day

**1 To receive apologies for Absence**

Suzanne Lawson, Andrew Steed, Martin Fautley, Janet Hoskyns

**2 To consider the minutes of the previous meeting held on 13 June 2012**

The minutes were accepted as an accurate record.

**3 To consider the matters arising from the minutes held on 13 June 2012**

None arising.

**4 To receive the School 1 and School 2 Evaluation Reports**

School 1 and School 2 evaluations were distributed to the Committee.

It was noted that Faculty Staff need to be increasingly aware of electronic communication that is taking place between trainees, for example social media. In School 1 there was a noticeable trend amongst cohorts responses where they had been sharing inequalities in training. In School 2, this was much less pronounced.

It was also commented upon that in School 2, there was a definite correlation in the evaluations between trainee and school responses. This was replicated in the answers to every question.

A small number of trainees reported that their school experience was less than favourable. This correlates with what some Subject Mentors have said in their evaluations. Subject Leaders are to evaluate this and provide further mentor training and additional support where it is required. Some schools stated in their evaluations that Partnership was too slow to respond to new initiatives. Strategies need to be implemented to ensure that Partnership is much more responsive. Recommendation that placement allocation letters highlight the TAs priorities and the need of schools to address these. The re-introduction of the Partnership Conference will also help to identify these priorities and discuss what schools can do to support trainees.

## **5 Masters/CPD – discussion item**

The MTL course continues to grow and has recruited 2 more schools. Proposal for schools to host sessions where individuals from other schools can attend.

Development of leadership CPD for aspiring middle and senior managers. It is hoped that this will build links with partner schools that work with the National College.

## **6 To consider the TDA priorities for ITT for 2011-12**

TDA Priorities were distributed to the Committee.

The importance of priorities was highlighted. Ofsted are aware of the priorities and they are to be included in SED.

In future Priorities to be given to schools in allocation letters.

## **7 To receive the PGCE Secondary Course Improvement Plan**

Course improvement plan distributed to the Committee. The Committee will report back in June to discuss progress.

ICT is being addressed at subject level as this will have more impact than being addressed at whole course level.

### **7.1 To receive the Subject Improvement Plans**

## **8 To consider the Formative Feedback Descriptors**

Significant changes have been made to formative feedback. In relation to New Standards, summative feedback addresses each standard as a whole. Formative feedback allows standards to be broken down.

Importance of students to embed standards into their teaching highlighted.

In order to maintain 'Outstanding' Ofsted result, all trainees need to be 'good' or better. Trainees should not be allowed to 'plateau' and students should not be graded conservatively. Trainees should be given impetus to improve and encourage trainees to take more responsibility for their own improvement.

## **9 To consider subject presentation topics for interviews**

Interview selection documentation distributed to the Committee. There has been a radical review of selection procedures. Ofsted are to judge institution on how robust selection

procedures are. Selection interviews are increasingly to take place in schools and schools to become much more involved in the selection process.

Trainees will need to have some experience of presenting to and interacting with children before they come to interview. Schools should report on personal and professional qualities of applicants. However, applicants should avoid returning to the school where they were a pupil in order to have an unbiased and alternative experience.

## **10 To consider any Equal Opportunity issues**

Equality Group met on 8.10.12 at Board of Studies. In order to improve attendance at sessions, there was suggestion of offering sessions at lunchtime, offering a working lunch.

## **11 To receive feedback from Mentor Representatives**

### **11.1 Professional Mentors**

David Russell from Alexandra High School reported that all pupils now have laptop computers. This will help with trainees' use of ICT.

Consensus that trainees are doing well with new formative feedback.

### **11.2 Art and Design Mentors**

Nothing to report.

### **11.3 Design and Technology**

Nothing to report.

### **11.4 Drama Mentors**

Nothing to report.

### **11.5 Mathematics Mentors**

Nothing to report.

### **11.6 Music Mentors**

Nothing to report.

### **11.7 Science Mentors**

Nothing to report.

## **12 To consider any other business**

- 12.1 Request from Mentor Representatives that Route Leaders flag up issues with Subject mentors. Issues can then be dealt with when Route Leaders visit schools. A feeling that sometimes issues were left until the end of placement, when it is too late to do anything about.

- 12.2 It was announced that Ted Bunting, the Director of Work Based Learning would be leaving the University at the end of December. The Committee thanked Ted for his outstanding work with the Secondary Course over many years.
- 12.3 Suggestion that Subject Representatives are contacted by Route Leaders to give dates of future Committee Meetings in order to improve attendance.

**13 To receive the date of Future Meetings of the Secondary Partnership Committee**

*Wednesday, 27 February 2013 (in Room 106a)*

*Wednesday, 5 June 2013 (in Room 106a)*

## Distribution:

Ted Bunting (Chair)	ELSS School of Education	<b>Representatives</b>	
Ian Axtell	ELSS School of Education	Claire Barrington	Great Barr School – D & T Mentor
Peter Carr	ELSS School of Education	Chris Bolton	Golden Hillock School – Drama Mentor
Jean Dyson	ELSS School of Education	Catherine Coates	Perry Beeches School – Professional Mentor
Martin Fautley	ELSS School of Education	Ryan Everson	Lode Heath School – Art & Design Mentor
Janet Hoskyns	ELSS School of Education	Charmaine Goode	Lyndon School Humanities College – Drama Mentor
Suzanne Lawson	ELSS School of Education	Nicole Goodwin	Arthur Terry School – Art & Design Mentor
Don Newton	ELSS School of Education	Helen Lowe	Leasowes Community College – Drama Mentor
Anita Reardon	ELSS School of Education	Elnaz Javaheri	Heartlands Academy – Mathematics Mentor
Simon Spencer	ELSS School of Education	Sarah Jessel	Joseph Leckie Academy – Music Mentor
Andrew Steed	ELSS School of Education	Dave Russell	Alexandra High School – Professional Mentor
Phil Taylor	ELSS School of Education	Gemma Wood	Perry Beeches School – D & T (Textiles) Mentor
Karen Teasdale	ELSS School of Education	Parham Zabihi	Perry Beeches School – Maths mentor
Helen Thomas	ELSS School of Education	<b>Mentors</b>	
		Steve Cornell	The Streetly School – Professional Mentor
		Sanjit Chimber	Maths

