





Mentor Induction

October 2023



BIRMINGHAM CITY
University

- 
- A photograph of a modern building at night, with its interior lights glowing through the windows and a large glass facade. The building is dark red or brick-colored. In the foreground, there are stone steps and a metal railing. The sky is dark blue.
1. Welcome and updates
 2. Ways of working
 3. Roles and Responsibilities
 4. Mentoring Associate Teachers
 5. Supporting Documentation and CPD Dates
 6. Market Review 2024



Please add your name, school and email in the chat bar!



1. Updates



- Strengthening relationships with schools and celebrating success
- College of Education and Social Work
- CPD programme
- **Ofsted 2023**
- Market Review 2024



BIRMINGHAM CITY
University



Click here for
Primary Partnership
information



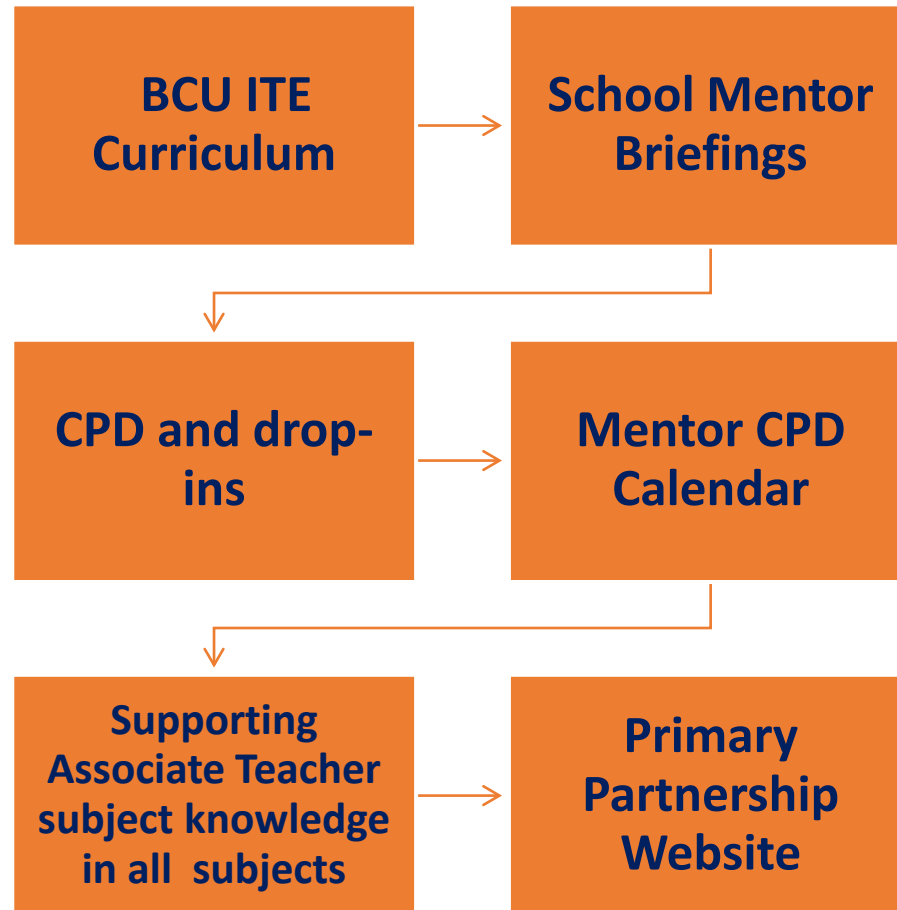
[Primary Partnership Website](#)



2. Ways of working



BIRMINGHAM CITY
University



Consolidating processes



3. Roles and responsibilities



BIRMINGHAM CITY
University



Associate Teachers



Mentors



ITE Mentor for each school



BCU Hubs



University Tutor



Associate Teacher



- Associate Teacher Code of Conduct
- 'Shared with schools' One Drive Folder
- Associate Teacher school-based experiences **must build** on the content they have learned in University
- Associate Teachers will have **weekly mentor meetings**
- Associate Teachers will share their **Subject Specific Development Journal** with Mentors
- Associate Teacher **wellbeing is a priority**

College of Education and
Social Work



College of Education and Social Work
Associate Teacher Learning Agreement and Code of Conduct 2023 24

Agreement between the College of Education and Social Work and XXX

ITT Equal Opportunities and Race Equality Policies

- BCU is committed to equal opportunities and the fair and consistent treatment for all regardless of their age, disability, gender, race, ethnic or national origins, colour, marital status, sexual orientation, age (subject to entry requirements), parental status, political belief, socio-economic background or religious beliefs.
- BCU is committed to an equal opportunities and diversity policy which ensures that all applicants / students are treated fairly and on their merits and are given opportunity to succeed. There is equal commitment to the personal and professional development of its entire staff.
- **As an associate teacher you** will be expected to abide by the regulations and requirements detailed in the Course Handbook and by the following Code of Conduct:

CODE OF PROFESSIONAL CONDUCT AND FITNESS TO TEACH INCLUDING REGARD TO CHILD PROTECTION & SAFEGUARDING

Mentors

- Support Associate Teachers in their professional development
- Work closely with the University Tutor to ensure targets and feedback are **subject specific and SMART**
- Use the BCU ITE Assessment Tracker at Review and Progress Meetings to verify judgements
- Develop and maintain good working relationships.

Mentors

- Complete **one joint observation** per placement with the University Tutor
- Conduct **review and progress meetings** during each school-based training placement in conjunction with the University Tutor
- Access **Mentor Induction** either live or recorded
- Access **one CPD and School Briefing** either live or recorded each term where relevant

ITE Mentors

- Responsible for overseeing Associate Teacher placements
- Ensure Associate Teachers are being supported effectively in their school
- Awareness of Associate Teacher wellbeing
- Work with BCU Hub Leads
- Networking with other ITE Mentors

- **BCU Hub Leads** – assigned on a regional basis to establish effective communication with **ITE Mentors**
- **Quality assurance** – to ensure all systems and processes support the development of our Associate Teachers in schools
- **Support ITE Mentors**
- **University Tutors** will still be working with schools and mentors to support individual Associate Teachers on their placements.

- **BCU Hub Leads** – will contact ITE Mentors by the end of October
- **Expectations** - to develop Lead Mentor ‘communities of practice’ in preparation for the 2024 DfE ITT Criteria
- **Dates of all 45-minute **optional** interactions:**

Hub Meeting 1
20-27 November 2023

Hub meeting 2
15-19 January 2024

Hub meeting 3
11-15 March 2024

University Tutors

- **First line of contact for support** during placements
- Part of the Review and Progress Meeting discussions that mentors will lead at key points in the placement
- Will complete a **joint observation with the mentor**, bespoke to the individual school and Associate Teacher needs
- **Ensure mentors** are clear about all University processes and procedures



What support will
University provide?



BIRMINGHAM CITY
University

University Tutor and Hub Lead support
School Based Training Guidance
Lesson observation pro forma
Lesson planning pro forma
Rapid Improvement Targets Form
Critical Incident Guidance



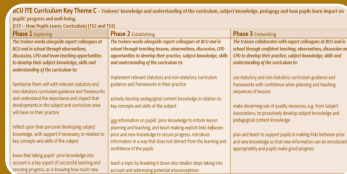
4. Mentoring Associate Teachers



BIRMINGHAM CITY
University



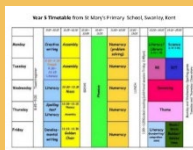
Lesson observation feedback and targets



Associate Teacher reviews their week using the BCU ITE Curriculum



Finalise targets, including subject specific for the coming week and ensure everything is recorded in the Progress Journal



Next week's timetable and planning guidance



Lesson observations



BIRMINGHAM CITY
University

Try to spread the observations evenly across the placement. Provide clear feedback in terms of what was successful in the lesson and what needs to be worked on. **Make sure you include a subject specific target.** You would expect to see improvements the next time you observe the Associate Teacher. **All Associate Teachers must be observed teaching phonics.** The feedback should be given in a timely manner – written feedback must be with the Associate Teacher ideally no later than 24 hours after the observation has taken place.



Supporting verbal feedback



BIRMINGHAM CITY
University

- What went well in the lesson how do you know?
- How well did the lesson sit within the sequence of lessons being taught in the subject?
- Did you achieve your learning outcomes? If not, how would you address this if you taught the same lesson again?
- What did the pupils learn in the subject taught ? How do you know? Did all pupils make good progress?
- How did you adapt your teaching to meet the needs of all learners?
- Do you think you created a positive learning environment? How? What behaviour management strategies did you use? Were they effective?
- Do you think you organised and managed the groupings of pupils well?
- How did knowledge of pupil data/prior knowledge inform your decisions?
- Did you challenge the different attainment levels effectively? How were they engaged and inspired?
- How did you use your body language (non-verbal communication NVC)/voice effectively? How might you improve this further?
- How well did you manage transitions between tasks?
- In which part of the lesson did you feel most confident? Why?
- How effective were the resources you used? How do you know? Would you tweak/change any of them for next time?

https://docs.gre.ac.uk/data/assets/pdf_file/0014/1101056/mentor-pamphlet-draft-10-2018-002.pdf



Supporting struggling ATs



BIRMINGHAM CITY
University

- Sharing good practice;
- Structured observations with colleagues – learning conversation afterwards;
- Reduced timetable;
- Specific tasks outlined for completion when not in the classroom;
- Team teaching;
- Group teaching;
- Alerting University Tutors and holding relevant meetings where relevant.



Supporting struggling ATs



BIRMINGHAM CITY
University

Respond
quickly

Be open
and
honest

Speak to
University
Tutor

Follow
procedures

Keep
evidence



4. Supporting documentation



BIRMINGHAM CITY
University

Mentoring BCU Associate Teachers – Useful Links

Primary and Early Years Partnership

- Houses all key information
- BCU ITE Curriculum (support materials)
- BCU ITE Assessment Tracker
- Subject Specific Prompts and lesson observation exemplars



Supporting Associate Teachers

- Progress Journal
- Weekly Mentor Meetings
- Critical Incident support materials
- Review and Progress Meetings with University Tutor

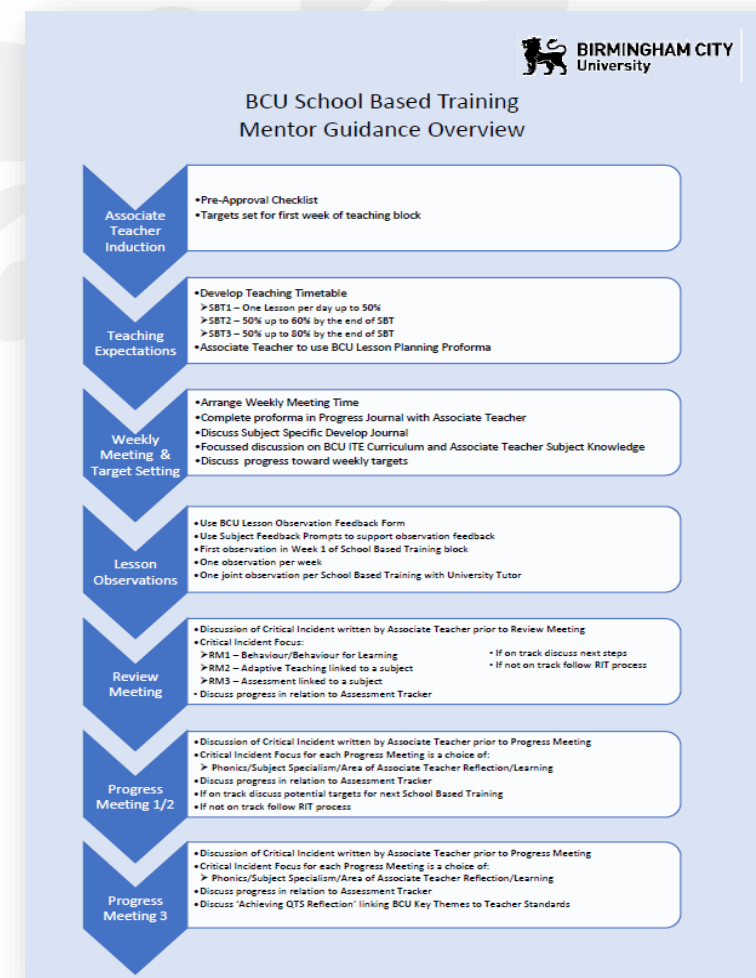


Mentoring Guidance

- School Based Training Mentor Guidance
- Mentor CPD Calendar



[Mentor CPD and support](#)



4. Supporting documentation



BIRMINGHAM CITY
University

Progress Journal

BCU ITE Curriculum

BCU ITE Assessment Tracker

Subject Specific Development Journal

Lesson observation proforma(s) including Phonics

Critical Incidents

Rapid Improvement Targets (RIT)

Associate Teacher One Drive Access



Progress Journal

- **Key document** which monitors and tracks Associate Teacher development.
- Associate Teachers are expected to complete these electronically and share via OneDrive with yourself, the University Tutor supporting the placement.
- It is important that they can be accessed when the Associate Teachers are in school. You will need to monitor the development of these and ensure that everyone works together to record the key points during weekly discussions and when review and progress meetings are taking place.

Progress Journal



- At each weekly meeting mentors need to discuss Associate Teacher's progress against the BCU ITE Curriculum
- Further details are available in the School Mentor Guidance which will be shared at the start of the placement.
- The outcomes of the weekly meetings will inform the underlining of statements on the BCU ITE Assessment Tracker in readiness for the Review Meeting and the Progress Meeting.



BCU ITE Curriculum



BIRMINGHAM CITY
University



BIRMINGHAM CITY
University

PGCE Primary & Early Years Curriculum

Links to pages	
Art and Design	Mathematics
Computing	Music
Design and Technology	Physical Education
English	Religious Education
Geography	Science
History	
Languages	Professional Studies



BIRMINGHAM CITY
University

Art and Design	
<p>Learn that:</p> <ul style="list-style-type: none"> Statutory frameworks support the teaching of Art and Design in Key Stages 1 and 2 The Programme of Study for Art and Design has 4 overarching aims (ideas, make, evaluate, knowledge) Subject content includes: materials, processes, visual elements and contextual understanding Statutory and non-statutory frameworks support the teaching of Art and Design in EYFS. The most relevant statements are taken from: Expressive Arts and Design (ELGs Creating with Materials, Being Imaginative and Expressive) & Physical Development (ELG Fine Motor Skills) Mark making can be applied on different surfaces with different tools. It supports children's early drawing and drawing outcomes. It supports the communication of their emotions and thinking, the development of their ideas and individuality. It develops their fine and gross motor skills and hand/eye coordination. It can be gestural, purposeful and experimental. Drawing supports children's capacities for perception, communication, invention, action The seven elements of art (space, shape, colour, form, line, tone, texture) are the building blocks of art. Meanings, ideas and intentions can be communicated through visual and tactile language using the formal elements of art The principles of art (movement, rhythm, pattern, emphasis, balance, unity, harmony, variety, contrast) are how children can apply the elements of art in their art making. That the learning environment will have an impact on the progress and behaviour of all pupils when they are developing ideas and making art. It is the role of the teacher to plan what the children will learn and how, and to organise and adapt resources and the learning space (including spaces outside of the classroom) for the needs of the children in their class <p>In Early Years' art children learn by leading their own play and exploration, and by taking part in play based or guided activity with adults.</p>	<p>Learn how:</p> <ul style="list-style-type: none"> Use the aims/ content of the KS1 and KS2 POS to support planning and teaching of Art and Design 3-7: Use the Areas of Learning and Early Learning Goals most relevant to Art and Design to support planning and teaching. Plan/Teach activities that support and develop: <ul style="list-style-type: none"> Mark making in response to different stimuli Use of thoughtful and gestural mark making Expressing and communicating emotion through mark making/ drawing Develop fine motor control Plan/Teach activities that support the development of drawing: <ul style="list-style-type: none"> Drawing warm-ups Exploration of tone Exploration of line Drawing from observation Plan/Teach activities that support the development of children's knowledge of: <ul style="list-style-type: none"> Colour theory Using art processes of collage, paint and mark making to respond to an artist's work (focusing upon the elements of shape and colour, principles of movement and rhythm) Use examples of abstract art to develop children's understanding of the application of colour and shape, and as an inspiration for their own artwork. Plan/ teach activities that support and develop children's knowledge of: <ul style="list-style-type: none"> Printing techniques, tools and materials The properties of clay, techniques and tools for building and creating art and craft works with clay

Each subject has identified the key 'learn that' and 'learn how' to statements



BIRMINGHAM CITY UNIVERSITY
THE BIRMINGHAM CITY
TEACHER

Committed

Creative

Confident

Collaborative

BCU ITE Assessment Tracker



BIRMINGHAM CITY
University

BCU ITE Curriculum Key Theme D – Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress.

(CCF – How pupils learn, Classroom practice and Assessment) (TS2 TS4 TS6)

Working Towards T	Working At A	Working Beyond B
<p><i>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</i></p> <p>know that taking pupils' prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils</p> <p>understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils' development as confident learners</p> <p>understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content</p>	<p><i>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</i></p> <p>use information on pupils' prior knowledge to inform lesson planning and teaching and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils</p> <p>teach a topic by breaking it down into smaller steps <u>taking into account</u> and addressing potential misconceptions</p> <p>teach using a range of approaches for modelling and scaffolding learning, e.g., live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge</p>	<p><i>The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:</i></p> <p>plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive</p> <p>comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met</p> <p>uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think</p> <p>expose potential pitfalls/misconceptions and explain how to address them</p>

Subject Specific Development Journal



BIRMINGHAM CITY
University

Name: Associate Teacher

Student ID:

PGCE Primary & Early Years

Subject Specific Development Journal

This document will be referred to in your taught sessions and whilst on placement. You will share this with your PDT, UT and school mentors over your three placements.

Sessions: practise learning at the end of session/during your session and how you have applied your learning.

Placement: before planning for a particular subject review what you have done in sessions with **your mentor**. Plan with this in mind and apply in your teaching.

Assessment

You are assessed through; your assignments; the BCU Key themes; Subject Specific Learning Development Journal; RIT process; lesson observations and targets feedback; critical incidents to include key reading; SBT Tasks; Subject-based observation feedback forms.

Allows the Associate Teacher to:

- **Reflect** on University subject specific learning
- **Make links** to school learning and the impact on their practice.



Lesson observations



BIRMINGHAM CITY
University

Core and Foundation

Phonics



BCU Lesson Observation Feedback

Associate Teacher name:				Date:			
Course:	BA QTS:	1 2 3		PGCE:	1 2 3		
School:		Context:		Subject / area:		Year Group:	
PDT:				Observer name(s):			
Observer role(s):	Lead Mentor	Mentor(CT)		University Tutor		Observation number:	

Previous Targets:

- 1.
- 2.
- 3.

Lesson Intent: e.g. How does the Associate Teacher review learning at the start? Is children's prior learning built on? Is the lesson intent made clear?

Subject knowledge: Key Theme C - (A & F) e.g. how is the Associate Teacher demonstrating accuracy, breadth and depth of subject knowledge? Use Subject Prompt Sheet to support.

Planning and assessment: Key Theme D - (A & F) e.g. how is the Associate Teacher presenting new knowledge in small steps? How does the associate teacher check for understanding? How is questioning used to good effect?

Adaptive teaching: Key theme E - (A & F) e.g. how does Associate Teacher use scaffolding and support for all learners? How is independent learning encouraged? How are models and examples used to support pupil progress? How are pupils challenged?



BCU Systematic Synthetic Phonics Observation Feedback

Associate Teacher name:				Date:			
Course:	BA QTS:	1 2 3		PGCE:	1 2 3		
School:		Context:		Year Group:			
PDT:				Observer name(s):			
Observer role(s):	Lead Mentor	Mentor(CT)		University Tutor	Joint	Observation number:	
Phonic scheme:				Phonic Phase:			

Previous Lesson Targets including phonics:

- 1.
- 2.
- 3.

When observing 'Phase One' phonics in Nursery/EYFS use the following prompts'

- Aspect of phase one are present for this lesson i.e., Environmental sounds / Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds / oral blending and segmenting.
- The lesson links to wider learning i.e., other areas of learning in the EYFS.
- The activity links to EYFS principles.
- Phonics is embedded in a language-rich environment.
- Indoor and outdoor space is used to support learning.
- There are opportunities for oral blending and segmenting.
- Children have opportunities to explore sounds throughout the day.
- Children are encouraged to listen attentively.
- Children are encouraged to reproduce audibly the phonemes that they hear, in order and through the word.
- Physical resources are used to support learning well.



Observational Prompts	Observational Comments
Revisit and Review <ul style="list-style-type: none"> The Associate Teacher ensures that children revise and consolidate earlier learning. The lesson intent made clear. All children can see/hear. Phonemes are articulated clearly and correctly. 	Planning and assessment: Key Theme D - (A & F)
Teach <ul style="list-style-type: none"> New learning is clear. New Phonemes and digraphs are introduced. The Associate Teacher models blending and segmenting. The Associate Teacher introduces / revisits common exception words (tricky words). Learning is contextualised. All children are actively involved in speaking and listening. 	Subject knowledge: Key Theme C - (A & F)
Practise <ul style="list-style-type: none"> The strategies applied are interactive fun and multisensory. All the children are engaged. Adaptation is evident when appropriate. Children articulate the phonemes correctly. Children blend phonemes to read words and/or segment words into phonemes for spelling. Children are given effective feedback. Pace is appropriate. 	Classroom practice: High expectations and managing behaviour Key theme B - (A & F)
Apply <ul style="list-style-type: none"> There is evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption. The learning relates back to the Lesson Intent. 	Planning and assessment: Key Theme D - (A & F)

Critical Incident

The Critical Incident template is in the Associate Teacher's Progress Journal and needs to be completed by the AT to be discussed at both their Review and Progress Meetings. Please refer to the next slide for each Critical Incident focus from Review Meetings 1, 2, 3 and Progress Meetings 1, 2, 3.

Critical Incident

Date:

1. Briefly describe the Critical Incident which developed subject knowledge and stimulated your professional growth at this point in your training.

2. In response to this 'Critical Incident' identify the research-informed professional actions, taken that demonstrated your **intention**.

3. What steps did you take to secure the **implementation** of these actions?

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

<input type="text"/>	<input type="text"/>
----------------------	----------------------

5. Identify the evidence you will share with your mentors and UT.

Associate Teachers write and reflect about a critical incident that has impacted on their practice during their school placement. They will be encouraged to discuss this with you and how this will impact on future placements to demonstrate their progression. CPD 1 will look at this further.

Critical Incident



BIRMINGHAM CITY
University

Critical Incident Focus

- CI Review Meeting 1 – Behaviour
- CI Progress Meeting 1 – Linked to Phonics/Subject Specialism/An area of student reflection/learning
- CI Review Meeting 2 – Adaptive teaching linked to a subject
- CI Progress Meeting 2 - Linked to Phonics/Subject Specialism/An area of student reflection/learning
- CI Review Meeting 3 – Assessment linked to a subject
- CI Progress Meeting 3 - Linked to Phonics/Subject Specialism/An area of student reflection/learning



RAPID IMPROVEMENT TARGETS (RIT) PROCESS 2023 24

Aims of the Rapid Improvement Targets Process

The **Rapid Improvement Targets Process** is initiated after a discussion between a mentor/tutor and the associate teacher. A RIT will ensure that all associate teachers are supported and offered intervention where necessary to make satisfactory progress on the course.

Rapid Improvement Targets can be initiated at any stage of the ITE programme and:

- Can relate to an associate teacher's engagement with, and attendance, at the taught elements of the programme
- Can be initiated if an associate teacher fails to demonstrate high standards of personal or professional conduct. (See Appendix 1 for examples)
- Can relate to specific aspects of the associate teacher's teaching and be characterised by a lack of expected progress by the pupils (See Appendix 1 for examples)
- Can identify gaps in performance aligned against the BCU ITE Assessment Tracker and/ or the ITT Core Content Framework (DfE, 2019)
- Can be initiated if associate teacher's teaching, for any reason, is not developing as expected; for example, if an associate teacher 'plateaus' and there is no evidence of further progress or development in the impact of their teaching
- Can be initiated if associate teacher has not received the necessary support from the placement school, at which point the university will intervene and offer additional support
- Can be initiated if an associate teacher needs support with well-being or workload management.

Rapid Improvement Targets (RIT)

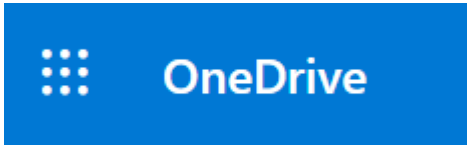
This should be seen as a supportive process.



Associate Teacher Folder



BIRMINGHAM CITY
University



Name

- Core Audits, Certificates and Action plans
- Pen Portrait
- Safeguarding and Prevent
- School Based Training
- Subject Specific Development Journal

Type

- File folder
- File folder
- File folder
- File folder
- File folder



5. CPD Dates 2023

CPD 1	Monday 6 November or Thursday 9 November 3.45 - 4.45 pm	Focus: Giving effective feedback, written and verbal. What makes a good mentor or good mentoring? Supporting Associate Teachers in the critical incident step by step process.
CPD 2	Tuesday 21 November or Thursday 23 November	Focus: Using the BCU ITE Curriculum to set appropriate SMART targets to support Associate Teacher development and progress. Critical incident update and quality of evidence. Assessing Associate Teachers accurately against the BCU ITE Assessment tracker.
Drop-in	Monday 27 November or Tuesday 28 November 4.00 - 5.00 pm	Focus: Questions and answer drop-in session to support all mentors in school.

5. CPD Dates 2024

CPD 3	Monday 22 January or Tuesday 23 January 4.00 - 5.00 pm	Focus: Bespoke: Supporting new schools and mentors working with PGCE SBT2 and BA Year 2 Associate Teachers.
CPD 4	Tuesday 5 March or Thursday 7 March 3.45 - 4.45 pm	Focus: Challenging our Associate Teachers to use their developing subject knowledge to have an impact on the learners in their class. How does the Progress meeting demonstrate professional competency?
Drop-in	Monday 22 April or Tuesday 23 April 4.00 - 5.00 pm	Focus: Questions and answer drop-in session to support all mentors in school.

Mentor CPD Calendar



BIRMINGHAM CITY
University

Outlines:-

- Associate Teacher placement dates – broken down into PGCE, BA Y1, Y2, Y3
- Mentor CPD
- Hub Meetings
- School Briefings

Primary and Early Years PGCE and BA (Q15) 2023/24

	September	October	November	December	January	February	March	April	May	June	July	August
S												
M		1 Y3 Mentor Briefing			1 Bank Holiday			1 Holiday		1		
T		2			2 Holiday			2 Holiday		2		
W		3			3 Holiday			3 Holiday	1 Y1 Block	3		
T		4	1 Y3 Block PGCE Prelim		4 Holiday	1 PGCE Prelim		4 Holiday	2 Y1 Block	4		
F	1	5 Y3 Mentor Briefing	2 CPD1 PGCE Prelim	1 Y3 PGCE Block	5 Holiday		1 Y2 Block	5 Bank Holiday	3 Y1 Block	7		1
S	2	6	3 Y3 Block PGCE Prelim							6		2
S	3	7								7		3
N	4 PGCE Induction	8 Y3 Block Mentor Induction	6 CPD1 PGCE Prelim	4 Y3 Block PGCE Black	8 Y1 Prelim	5 Y1 Prelim Y2 Block	4 Y1 Prelim Y2 Block CPD	8 Bank Holiday	6 Bank Holiday	10 PGCE Black	8	5
T	5 PGCE At-in-school of choice	9 Y3 Block PGCE Prelim	7 Y3 Block PGCE Prelim	5 Y1 Prelim PGCE Black	9	6 Y2 Block	5 Y2 Block PGCE Black	9	7	11 PGCE Black	9	6
W	6 PGCE At-in-school of choice	10 Y3 Block PGCE Prelim	8 Y3 Block PGCE Prelim	6 Y1 Prelim PGCE Black	10	7 Y2 Block	6 Y2 Block PGCE Black	10	8	12 PGCE Black	10	7
T	7 PGCE At-in-school of choice	11 Y3 Block PGCE Prelim	9 CPD1 PGCE Prelim	7 Y3 Block PGCE Black	11	8 Y2 Block	7 Y2 Block PGCE Black	11	9	13 PGCE Black	11	8
F	8 PGCE At-in-school of choice	12 Y3 Block PGCE Prelim	10 PGCE UT Sign-off	8 PGCE Black	12	9 Y2 Block	8 Y2 Block PGCE Black	12	10	14 PGCE Black	12	9
S	9	13								14		10
S	10	14								15		11
N	11	15	11 Y3 Prelim	10 PGCE Black	11 PGCE Black	10 Y1 Prelim	11 Y1 Prelim PGCE Black	15 Y1 Block	13 Y1 Block	17 PGCE Black	15	12
T	12	16	12 Y3 Prelim	11 PGCE Black	12 PGCE Black	11 CPD for New School	12 Y2 Block	16 Y1 Block	14 Y1 Block	18 PGCE Black	16	13
W	13	17	13 Y3 Prelim	12 PGCE Black	13 PGCE Black	12 Y2 Prelim	13 Y2 Block	17 Y1 Block	15 Y1 Block	19 PGCE Black	17	14
T	14	18	14 Y3 Prelim	13 PGCE Black	14 PGCE Black	13 Y2 Prelim CPD for New School	14 Y2 Block	18 Y1 Block	16 Y1 Block	20 PGCE Black	18	15
F	15	19	15 Y3 Prelim	14 PGCE Black	15 PGCE Black	14 Y2 Prelim	15 Y2 Block	19 Y1 Block	17 Y1 Block	21 PGCE Black	19	16
S	16	20	16 Y3 Prelim	15 PGCE Black	16 PGCE Black	15 Y2 Prelim	16 Y2 Block	20 Y1 Block	18 Y1 Block	22 PGCE Black	20	17
S	17	21	17 Y3 Prelim	16 PGCE Black	17 PGCE Black	16 Y2 Prelim	17 Y2 Block	21 Y1 Block	19 Y1 Block	23 PGCE Black	21	18
N	18	22	18 Y3 Prelim	17 PGCE Black	18 PGCE Black	17 Y2 Prelim	18 Y2 Block	22 Y1 Block	20 Y1 Block	24 PGCE Black	22	19
T	19	23	19 Y3 Prelim	18 PGCE Black	19 PGCE Black	18 Y2 Prelim	19 Y2 Block	23 Y1 Block	21 Y1 Block	25 PGCE Black	23	20
W	20	24	20 Y3 Prelim	19 PGCE Black	20 PGCE Black	19 Y2 Prelim	20 Y2 Block	24 Y1 Block	22 Y1 Block	26 PGCE Black	24	21
T	21	25	21 Y3 Prelim	20 PGCE Black	21 PGCE Black	20 Y2 Prelim	21 Y2 Block	25 Y1 Block	23 Y1 Block	27 PGCE Black	25	22
F	22	26	22 Y3 Prelim	21 PGCE Black	22 PGCE Black	21 Y2 Prelim	22 Y2 Block	26 Y1 Block	24 Y1 Block	28 PGCE Black	26	23
S	23	27	23 Y3 Prelim	22 PGCE Black	23 PGCE Black	22 Y2 Prelim	23 Y2 Block	27 Y1 Block	25 Y1 Block	29 PGCE Black	27	24
S	24	28	24 Y3 Prelim	23 PGCE Black	24 PGCE Black	23 Y2 Prelim	24 Y2 Block	28 Y1 Block	26 Y1 Block	30 PGCE Black	28	25
N	25	29	25 Y3 Prelim	24 PGCE Black	25 PGCE Black	24 Y2 Prelim	25 Y2 Block	29 Y1 Block	27 Y1 Block	31 PGCE Black	29	26
T	26	30	26 Y3 Prelim	25 PGCE Black	26 PGCE Black	25 Y2 Prelim	26 Y2 Block	30 Y1 Block	28 Y1 Block		30	27
W	27	31	27 Y3 Prelim	26 PGCE Black	27 PGCE Black	26 Y2 Prelim	27 Y2 Block		29 Y1 Block		31	28
T	28		28 Y3 Prelim	27 PGCE Black	28 PGCE Black	27 Y2 Prelim	28 Y2 Block					29
F	29		29 Y3 Prelim	28 PGCE Black	29 PGCE Black	28 Y2 Prelim	29 Y2 Block					30
S	30		30 Y3 Prelim	29 PGCE Black	30 PGCE Black	29 Y2 Prelim	30 Y2 Block					31



6. Market Review of Initial Teacher Training

September 2024

- Updated Initial Teacher Training Criteria for 2024 25
- 2023 24 the final year of School Direct initial teacher training
- Lead Partners schools will be able to recruit in partnership with ITT providers
- Mentor training programme will provide 20 hours of CPD
- The ITT Curriculum will be updated to include Intensive Training and Practice (ITaPs) which will enable associate teachers to focus on research evidence and theory to impact on their practice

Save the date....



- **BCU Conference**
- **Wednesday 26 June 2024**
- **Venue: City South Campus
(B15 3TN)**
- **Networking and CPD**



Thank you for:



BIRMINGHAM CITY
University

Action 1: Accessing Mentor Induction



Action 2: Accessing relevant School Briefing meetings and CPD



Action 3: Working with University Tutors to support Associate Teachers



Useful contacts



BIRMINGHAM CITY
University

PGCE Course Team

primaryandearlyyearspgcecourseteam@bcu.ac.uk

martin.drury@bcu.ac.uk (PGCE Partnership Administrator)

BA Course Team

primaryandearlyyearsbaourseleads@bcu.ac.uk

Partnership Lead

anne.whitacre@bcu.ac.uk

