

# Post-Compulsory Education and Training

School of Education & Social Work

Faculty of Health, Education and Life Sciences

## Mentor Briefing 2016/17



# In This Briefing

The purpose of this briefing is to explain and discuss key documentation and practice within the PCET course, with specific reference to the role and responsibilities of the mentor in placement.

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A Year in the Life

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- Craig Davis – Partnership Administrator



# Our Vision

At Birmingham City University our aim is to develop highly skilled teachers who are:

## Committed to:

- being outstanding teachers;
- creating a vibrant learning environment in which all learners will thrive;
- addressing the needs of all learners and their communities;
- taking responsibility for their own professional development and learning;
- developing excellent subject and pedagogical knowledge.



# Our Vision

At Birmingham City University our aim is to develop highly skilled teachers who are:

## Creative in:

- engaging, inspiring and motivating all learners;
- informing learning and teaching through research and evidence;
- overcoming disadvantage and barriers to learning;
- reflecting on the impact of their professional practice.



# Our Vision

At Birmingham City University our aim is to develop highly skilled teachers who are:

## Confident to:

- Act as leaders of learning;
- Respond flexibly and proactively to change;
- Communicate effectively with all partners in learning;
- Accept responsibility and be accountable for their professional actions and decisions.



# Mentoring documentation

## Guidance documents

- Professional Standards for Teachers and Trainers in Education and Training – England – 2014
- Initial Guidance for users of the Education and Training Foundation Professional Standards
- Formative Feedback Guidance created by BCU
- Partners' Handbook
- Key Topic Briefings
- PCET Partners Newsletter



# Mentoring documentation

## Trainee documents

### Professional Development Profile - PDP

- Offers individualised, professional detail of their progression through each standard across the duration of their placement

### PDP+

- Offers opportunity for developing trainees to stretch and challenge their performance identifying areas of achievement

### BCU Lesson Plan

### BCU Self-Evaluation from observed session document

### Additional Tutorial Record Form



# Mentoring documentation

## Mentor documents

### Lesson Observation documentation

Available electronically to download (.docx), in paper form (via the partnership office) or as a pro-forma to use on an iPad in FormConnect (available from App Store).

### Termly Progress Reviews (Term 1, Term 2 & End of Placement)

These offer structured reviews of trainee progress tracked against the Professional and Minimum Core standards at key points in the academic year. Your mentee will book a meeting to discuss and complete.

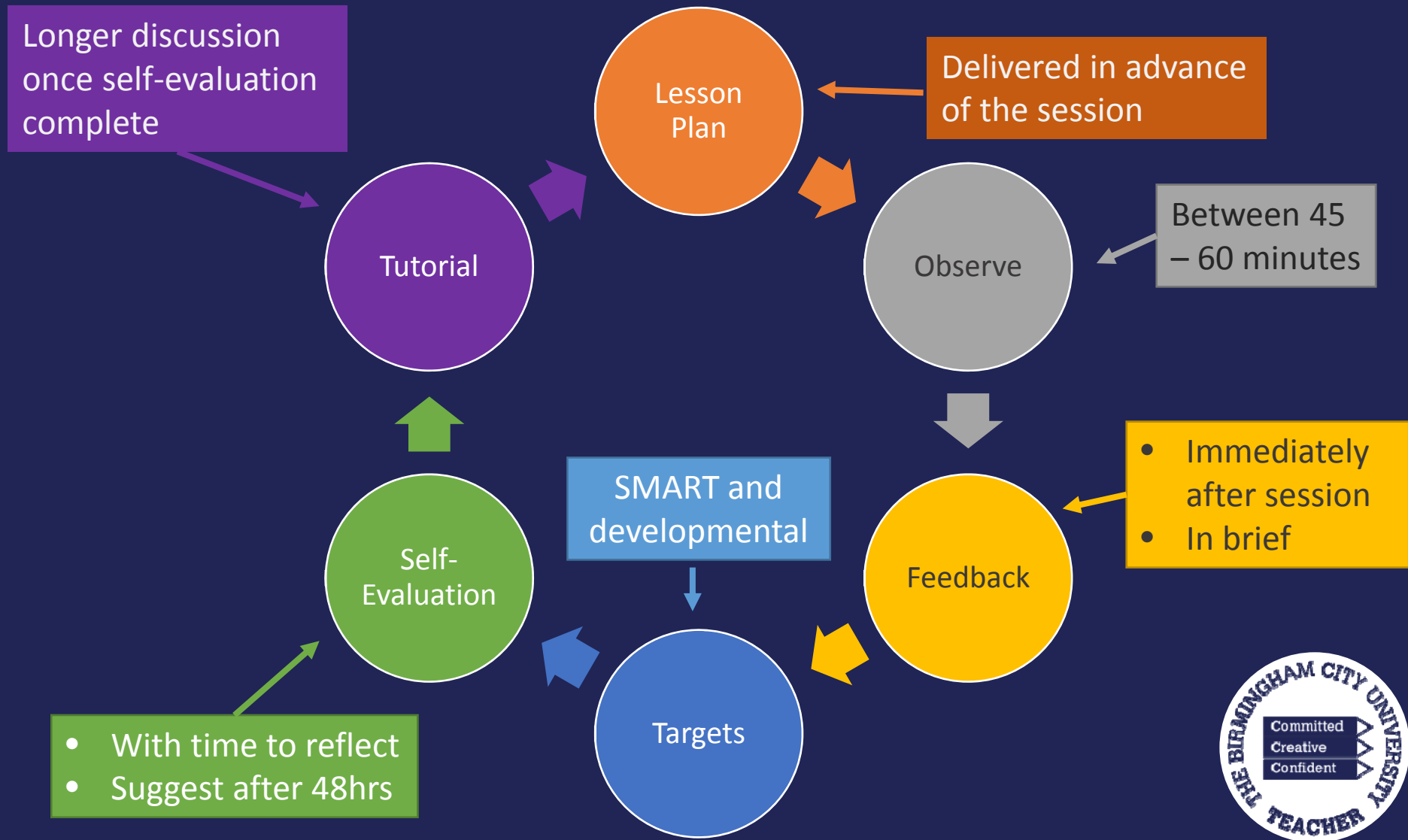
### End of Placement Evaluation form

A review of your own experiences from the mentoring process.





# The Observation Process



# Termly Progress Reviews

- Term 1 Review (yellow)
- Term 2 Review (pink)
- End of Placement Review (green)

Trainees will book a meeting with you prior to the submission of each Review, which should take place at a point before the end of each term (where possible). Trainees should bring the form to you already prepared with the first page completed offering a grade for each of the **20 Professional Standards**, as indicated by feedback from their observed sessions, along with an indication of progress in **Minimum Core Standards** – this should provide a starting point for your meeting.

It is unlikely that the trainee will be able to consider all 20 standards within their first term.

A 'cause for concern' box appears for Term 1 and 2 reviews and should be completed by the mentor to bring any causes for concern to the attention of both the trainee and the PDT. By Term 2, if a grade '4' is being attained for any Standard this should be mentioned in the 'cause for concern' box.

By the End of Placement review the 'cause for concern' box is removed and we ask you to offer an analysis of each of the categories represented within the Professional Standards. These are divided in to the relevant standards and represent 'Values and Attributes', 'Knowledge and Understanding' and 'Professional Skills'.



# Initial Mentor Training - online



## Birmingham City University Partnerships

### Initial Mentor Training

*For teachers and trainers acting as mentors*

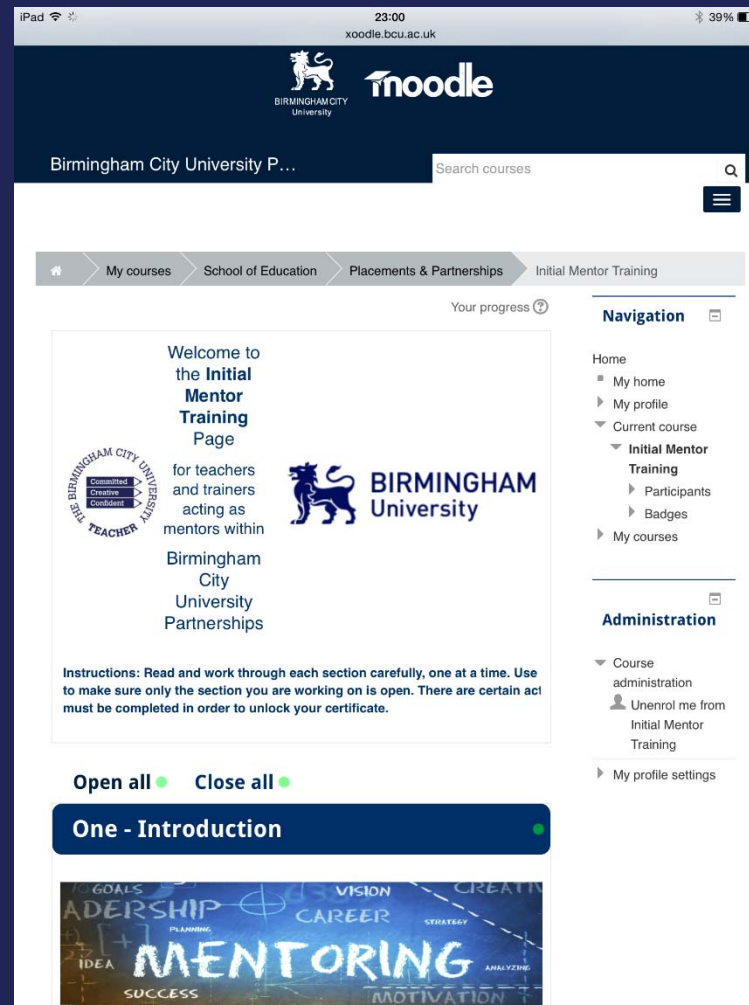


Access online training package:  
<http://goo.gl/T473TI>

Enrolment key:  
BCU\_Mentor\_14

Birmingham City University Post Compulsory  
Education Partnership

Contact: [stuart.mitchell@bcu.ac.uk](mailto:stuart.mitchell@bcu.ac.uk)  
[www.bcu.ac.uk/pcet-partnerships](http://www.bcu.ac.uk/pcet-partnerships)



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Your progress

Welcome to the Initial Mentor Training Page

for teachers and trainers acting as mentors within Birmingham City University Partnerships

Instructions: Read and work through each section carefully, one at a time. Use to make sure only the section you are working on is open. There are certain act must be completed in order to unlock your certificate.

Open all Close all

One - Introduction

GOALS VISION CREATIVITY  
ADERSHIP PLANNING CAREER STRATEGY  
IDEA SUCCESS MOTIVATION

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# PCET Priorities for 2016/17

- To develop trainees' English and maths skills so they, in turn, can develop their learners' skills.
- To develop trainee's understanding of Personal Development, Behaviour and Welfare so they, in turn, can develop their learners' skills.
- To develop trainees' skills in delivering Personal, Social and Employability activities to their learners.
- To develop trainees' skills in teaching, learning and assessment via technology (ICT) and Digital Literacies.
- To promote British Values and the Prevent agenda, so trainees can then apply these principles to their practice.
- To develop trainees' understanding of the 16 to 19 Study Programmes.
- To develop trainees' understanding of the importance of learner progress, value added and monitoring this progress so they, in turn, can stretch and challenge every individual learner.



# Safeguarding

Trainees will send an e-Pen Portrait with their photo ID on to the lead placement person when they make initial contact via e-mail.

Trainees will bring their Safeguarding Status Statement with them to placement, which provides the information needed for your single central record: 'Employer' confirmation of date and number of DBS check.



# Induction Activities

- Provide the trainee with an ID card and IT access
- Ensure they attend the school/college induction and Safeguarding sessions.
- Plan weekly progress meetings and set dates for the Progress Review



# Placement Expectations

Full-time trainees are available to attend placements on **Tuesdays, Wednesdays and Fridays** from 4<sup>th</sup> October 2015 to end of May 2017.

During this time it is expected that:

- They have completed at least **150 hours** of teaching (minimum), by means of a weekly teaching programme of between **5-9 hours**.
- They will have experienced (where possible) a range of levels (e.g. Entry → level 3/4) and a range of course types (e.g. P/T, F/T, GCSE, A levels, Access, BTEC, City & Guilds, where subject area allows).



# Weekly Review

Please endeavour to make time to meet with your trainee on a regular (weekly) basis in order to address the following:

- Goals and purposes
- Planning, content, resources and presentation
- Achievement of objectives/standards
- Skills audit progression
- Classroom management

The **Additional Tutorial Record** form is provided (as an optional document) to support your discussions, as this offers a basic structure and guidance to complete effective meetings





# Grading and target setting

- Trainees select 6 Standards relevant to the session and their own development.
- Trainees monitor their own coverage of Standards, however mentors' input and advice is always welcome, in fact, it is essential.
- For the purpose of the observation your feedback should focus on the identified standards selected by the trainee.
- We would ask you to also comment on, and grade where necessary, additional standards other than those identified by the trainee where relevant.



# Standards and Grading

- For grading to be effective (i.e. for it to develop the trainee and their objectives):
  - Lesson Observation feedback should be linked to relevant grade descriptors (not just a grade number)
  - Feedback should be discussed with the trainee as soon as possible after the observation.
  - Reference to the standards should be made frequently



# Standards and Grading

- For grading to be effective (i.e. for it to develop the trainee and their objectives):
  - Lesson Observation feedback should be linked to relevant grade descriptors (not just a grade number)
    - As this gives very clear guidance on progression and allows you to discuss targets for development
  - Feedback should be discussed with the trainee as soon as possible after the observation.
    - To enable the trainee opportunity to reflect on the session with your input to guide them
  - Reference to the standards should be made frequently
    - This enables the trainee to make the most of your feedback when completing their PDP



# Difficult Standards and Grading

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



# On-going Target for Placements

“In order to improve the proportion of trainees whose attainment is judged as outstanding and secure better progress for the small minority judged to be satisfactory at the end of the training, the provider should embed the **highest quality of mentoring** across the partnership so that **feedback to trainees** and the setting of **sharp developmental targets** ensure that all make progress to fulfil their potential”.

(Ofsted 2010)

Sharp → where the expected outcome is clearly expressed and understood and is achievable within a reasonable time frame.



# Example Targets – offering little scope

“Develop questioning techniques to challenge students further”

“Explore assessment for learning strategies”

“Continue with formative assessment and feedback”

“Develop subject knowledge with regard to progress in subject audit”

“Time management and organisation”



# Sharp (or SMART) Targets

## Planning stage:

Identify specific questions from the topic that offer you opportunity to challenge learners at a variety of levels. And stages during the session.

## During session:

Use a selection of these questions at appropriate times to stretch and challenge learners, allowing time for learners to consider and respond appropriately.

## Post session:

Reflect on the impact of the questions asked in relation to the progression of each student. What type of questions worked best? Was enough time given to respond? Did they challenge learners enough?

## Mentor is illustrating good practice:

- using SMART (sharp) targets to consider planning, implementation and reflection of new ideas/skills.
- the target has a specific focus and outcome, where application is implicit.



# A year in the life of a mentor

September	Course starts	
October	Placement begins	
November	Obs #1	
December	Obs #2	Term 1 Review
January	Obs #3	
February	Obs #4	
March	Obs #5 + 6	Term 2 Review
April	Obs #7	
May	Obs #8	End of Placement Review
June	Placement/ course ends	End of Placement Evaluation
July		

The timeframe offered for observations is merely a guide for you to plan, with the trainee, when these could take place.

Observation 6 is carried out by their critical friend





# Further information...

If you require any further information, or have questions relating to the mentoring process please do not hesitate to contact the partnership team:

Karen McGrath – karen.mcgrath@bcu.ac.uk

Stuart Mitchell – stuart.mitchell@bcu.ac.uk

Craig Davis – craig.davis@bcu.ac.uk

All documentation discussed in this presentation is available online at:

<http://www.bcu.ac.uk/education/partnerships-and-collaborations/pcet-partnerships/trainee-mentor-forms>

