**Mentor Newsletter January 2014**



Happy New Year to you all and welcome back to a new term after what was, hopefully, a relaxing Christmas break.

This is the second newsletter of the academic year designed to keep you informed of events that have occurred recently that may be of interest to you and to keep you up to date with the activities that your trainees will be involved with in the coming new term. The most important point is that we expect to receive a phone call informing us that we are to be inspected by Ofsted any time soon. Karen will be in touch with all those institutions and staff who this will impact upon as soon as she hears. All trainees have been briefed on what to expect during inspection week.

By now trainees should be well into their teaching programme and many will have **delivered up to 50 hours of teaching**. They should also ideally have been **observed up to two times** including a joint observation with their Professional Development Tutor (PDT).

It is important that trainees experience a wide range of teaching experiences during their placement involving different levels, course types and age ranges. In addition, we have a lot of very able trainees, so do look for additional opportunities for them if possible and ways in which to really stretch and challenge them.

**Mentor Training** has continued apace with a group training sessions carried out at the University and at a number of placement locations across the region last term. Our next Mentor Training session at BCU will take place at 2.00p.m. on Thursday 16th January 2014. If you still have not received Mentor Training or feel that you would benefit from an updating session please contact Matthew Waterhouse to arrange this. (Matthew.Waterhouse@bcu.ac.uk)

We always welcome feedback from you about how we can improve the newsletter and we would like to extend this to include information from you about any events that are taking place at your institution that you would like to publicise through this newsletter. The next edition of the newsletter is due around mid May and if you would like us to put your institution event in the spotlight then please let us know using the email address at the end of the newsletter.

Here is a reminder of the academic aspects of the PGCE PCET course that your trainees are engaged in:

**Modules Covered during January-April 2014 (Full-time Group)**

**Module Code Module Title Level No. Of Credits**

EDU7178 Effective Teaching, Learning 7 30

and Assessment

Or

EDU7179 Effective Teaching, Learning 7 30

and Assessment for ESOL and Literacy

The module focuses on the links between theory and practice. Through the trainees’ engagement and participation in practical, reflective and investigative activities, both in-class and out in placement, they will develop their knowledge and understanding of a wide range of key theories that will inform their teaching, learning and assessment activities. As such, the module is of significant value in developing the skills needed for their placement and fully prepares the trainee for future careers in the PCET sector. Topics for exploration include:

* Key principles and theories related to pedagogical practice
* Teaching, learning and assessment approaches/strategies/methods/techniques to meet individual learning needs
* Differentiation
* Learning environments
* Managing behavior effectively
* Individual learning plans
* Learning related to needs/learning outcomes/curriculum requirements
* Integrating wider skills (Functional English, Functional Mathematics, ICT
* Own personal skills in literacy, language, numeracy and ICT

**Hand in dates: F/T Monday 3rd February 2014; P/T Monday 30th June 2014; ESOL January 2015**

EDU7182 Analysis of Inclusive Learning Resources 7 30

The module is consistent with the programme philosophy and aims preparing trainees to:

* Develop a learner centred ethos to explore the wider issues of learning, teaching and assessment in a safe, constructive and supportive environment
* Evidence based practice; carrying out and reviewing examples of inclusive learning resources
* Sourcing inclusive learning resources from practice in order to plan for improvement
* Analysing inclusive learning resources from practice to make recommendations for improvement
* Reflecting on and planning for inclusive learning
* Using ICT to create inclusive learning resources
* Understand how an academic poster is used to communicate enquiry outcomes to a professional audience

**Hand in dates: F/T Thursday 1st May**

 Or

EDU7183 ESOL and Literacy Theories 7 30

 and Frame works

This module is intended both for teachers who have already started teaching and for those who have yet to start. In this module trainees will:

* Review language teaching approaches associated with theories of first and second language acquisition and learning
* Analyse the range of ways in which language can be described, including significant differences between the description and conventions of English and other languages
* Analyse spoken and written English and literacy teaching approaches associated with theories of literacy, learning and development

**Hand in dates: P/T Friday 2nd May**

**Useful Tips!**

* Prior to doing an observation, request copies of your trainee’s lesson plan and rationale a day or two before the observation.
* Take a copy of the SVUK/Minimum Core Standards into the observation. If you have obtained an advance copy of the lesson plan you can familiarise yourself with the standards that the trainee plans to evidence in the lesson.
* Continue to check on the development of the trainee’s subject specialist skills during your regular target setting meetings.
* An electronic version of the Mid-Placement Review (MPR) will be sent to you towards the end of February. To help you with its completion you can download and print off a copy of this form from the Partnership website. Whenever you observe your trainee you can note down on the MPR form the Professional and Minimum Core Standards that you have ratified on the Post-Observation Summary form. If you do this as each observation is carried out the completion of the electronic MPR will be much easier.
* You can obtain electronic versions of all documentation on the Post-Compulsory Partnership website at: http://www.bcu.ac.uk/elss/school-of-education/partnerships-collaborations/pcet-partnerships

Please feel free to contact me with your comments and/or events that you would like us to publicise in the next edition of the newsletter.

Phil Bate

Professional Development Tutor

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