

**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, 26<sup>th</sup> February 2014.

David Russell	The ACE Academy – Professional Mentor Representative (Chair)
Ian Axtell	Secondary Partnership Coordinator and Subject Leader – Music (Faculty of ELSS)
Chris Bolton	Subject Leader – Drama (Faculty of ELSS)
Peter Carr	PGCE Secondary Course Director (Faculty of ELSS)
Kelly Davey-Nicklin	Senior Lecturer – Music (Faculty of ELSS)
Jean Dyson	Senior Lecturer – Art and Design (Faculty of ELSS)
Tracey Goodyere	Subject Leader – Design & Technology (Faculty of ELSS)
Professor Kevin Mattinson	Head of School of Education & Associate Dean (Faculty of ELSS)
Don Newton	Subject Leader – Mathematics (Faculty of ELSS)
Andrew Steed	Senior Lecturer – Mathematics (Faculty of ELSS)
Edward Lee	Heartlands Academy – Drama Mentor Representative
Joanna Newman	Wood Green Academy – Music Mentor Representative
Kirsten Adkins	Tudor Grange Academy – Art & Design Mentor Representative

**In attendance:** Matthew Waterhouse

**1 To receive apologies for absence**

Simon Spencer, Ryan Everson, Elnaz Javaheri, Catherine Coates.

The Chair invited all Committee members and the Clerk to introduce themselves to the rest of the Committee as there were two new Mentor representatives at the meeting, Edward Lee, Drama Mentor Representative from Heartlands Academy and Joanna Newman, Music Mentor Representative from Wood Green Academy. The new Head of School of Education and Associate Dean, Professor Kevin Mattinson, was also present at the meeting for the first time since taking this role.

**2 To consider the minutes of the previous meeting held on 6<sup>th</sup> November 2013      **Appendix A****

Members considered the minutes of the previous meeting held on 6<sup>th</sup> November 2013. The committee confirmed that the minutes contained no errors and were accepted as an accurate record.

Andrew Steed, Senior Lecturer in Mathematics stated that he had been present at the last meeting but was not present in the list of attendees. This was agreed and it was confirmed that this will be amended by the Clerk.

**3 To consider the matters arising from the minutes of the meeting held on 5th June 2013**

The Committee received that there were no matters arising from the previous meeting that had not already been set out to be covered as an agenda item or discussed in the Any Other Business item of the agenda.

The Chair handed this item over to Peter Carr, PGCE Secondary Course Director to deliver to the Committee. Members considered the Secondary Improvement Plan that had been distributed to them. It was reported that updates would be given firstly by Peter Carr relating to the whole secondary course and by the relevant Birmingham City University (BCU) Tutors for their own subjects thereafter.

It was reported that the purpose of the improvement plan was to show that the PGCE Secondary Course as a whole and the individual subjects had done everything that they set out that they would do. It is due to be signed off at the final Partnership Committee meeting of the year on Wednesday 4<sup>th</sup> June. The Improvement Plan had been discussed at the Board of Studies on Tuesday 25<sup>th</sup> February but needed to be reviewed again for the benefit of school colleagues and new mentors. The following points were made in relation to the Secondary Improvement Plan.

#### Whole Course

##### **W1:**

The Committee were informed that it was a priority for BCU Tutors to strengthen trainee's competence in adapting teaching to respond to the strengths and needs of all pupils. Members discussed that trainees had been given the opportunity to undertake a range of targeted school based training to address this. The trainees had also completed a PDP task using the "Shareville" interactive materials software.

##### **W2:**

It was reported that the moderation process had been adapted for School 1 which included the moderation sheets being sent back to placement schools. This was done to show any changes that may have been made to the scores against the standards on the trainee's Assessment and Evaluation report for the purpose of monitoring and tracking statistics. The Committee were also informed that the RCS/RE assignment brief had been set out to assist trainees with their research placement and to encourage trainees to focus on their own professional development in their research.

##### **W3:**

It was reported that BCU Tutors were to encourage trainees to explore their understanding of the purpose of their subject in the National curriculum in RST and SP/AP assignments. To address this, it was stated that EPPS sessions and curriculum workshops had been addressed how learning in their specific subject relates to the National Curriculum.

Members discussed that further emphasis was now being placed on making Committee meetings and School Placement Briefing sessions more interactive, strengthening the lead input of School Mentor colleagues into the Partnership.

#### Art & Design

##### **AD1:**

Members were informed that Critical Studies were to be extended in order to cover the implementation of the National curriculum in 2014. Examples of workshops that had been conducted to achieve this were given. It was stated that BCU has good relationship with education staff at Ikon Gallery, Walsall Art Gallery and Eastside Projects. The training that results from these relationships results in clear links being made for trainees with regional cultural resources and the National curriculum.

The route had further encouraged practical experimentation and trainees had created pieces that can be carried into school placements that contained the knowledge, ideas and themes that had been discussed in their specific sessions and workshops.

#### **AD2:**

The use of new technology had been addressed as trainees' Exit Survey returns had reported that better understanding of new media was required. It was stated that the trainees had visited an excellent Art Department at Chase Terrace Technology College in order to be involved in specialist workshops. It was stated that this had been very valuable to the trainees.

### Design & Technology

#### **DT1:**

It was discussed that trainees had received a very useful EPPS session from Chris Bolton, Subject Leader for Drama on supporting pupils with English as an Additional Language (EAL). Trainees had also been involved in workshops that were specific to their subject on this issue.

#### **DT2:**

The Committee were informed that subject specific assessment methods had been addressed in EPPS sessions and curriculum workshops. Tracey Goodyere, Subject Leader for Design & Technology had also used very recent teaching data from her previous school in BCU workshops to demonstrate interpretation of data to trainees. Members commented that this session had made a real difference.

### Drama

#### **Dr1**

It was reported that the EPPS sessions were redesigned to incorporate observing assessment and progress in schools. Drama trainees had undertaken several school visits which included observing progression between KS2 and KS3 at Woodrow Primary School and observing at Wilson Stuart School to gain wider knowledge of the progression of Special Educational Needs (SEN) pupils. The trainees had also been involved in sessions focussing on the syllabi for the post 16 Drama route.

#### **Dr2**

Members discussed the issue between Drama content and form. Chris Bolton, Subject Leader for Drama confirmed that this issue involved the balance between product v process and that trainees need to be informed that both are equally as important as each other and a fair balance must be kept. It was reported that this balance had been addressed by redesigning the trainees EPPS sessions and this had been supported through the trainee's specific PDP tasks.

### Mathematics

#### **Ma2**

It was reported that the trainee's ability and confidence using subject specific graph and geometry software had been developed by introducing workshops on perfecting knowledge and demonstrating the uses of the software.

Andrew Steed, Senior Lecturer in Mathematics informed the committee that there had been an issue with schools using different types of software. It was reported that a number of schools were not using the original software but the free alternative version instead. It was stated that the BCU Maths Team were promoting the software created by the original developers not the free alternative that had copied the ideas of the original software.

### Music

#### **Mu1**

Members discussed that it had been set out that trainees needed to demonstrate their awareness of when and how to differentiate appropriately which linked to Teachers Standard 5. The BCU Music

Team had identified the Issue of ensuring there is a broad perception and that trainees were promoting diversity in the context of musical education.

Members discussed that Trainees often have narrow and focussed degrees and the challenge is to broaden their perceptions by following and assisting in their journey to achieve this. It was stated that the Music subject is a large cohort with a wide range of skills demonstrated therefore Tutors and Mentors are encouraged to share their best practices of subject knowledge and how this can specifically be made accessible to pupils. Peer tutoring is also encouraged as this enables skill sharing.

Members reported on the subject links with Roehampton University and the Institute of Education in London and stated that bespoke sessions will be taking place based on the Sounds of Intent framework to support trainees thinking about how they are promoting diversity and inclusion.

## **Mu2**

It was reported that trainees needed to develop their understanding of the use of support staff which linked to teachers Standard 8. This had been addressed through discreet sessions with the Birmingham Music Service that has succeeded in raising awareness.

Members discussed that trainees were supported in developing their understanding of the role of instrumental teachers. As many of the current trainees are instrumental teachers themselves, they had shared their own experiences been involved in instrumental enhancement.

## Science

The Committee were informed that Helen Thomas, Route Leader for Science was not present but during the Board of Studies held on Tuesday 25<sup>th</sup> February 2014, Science trainee representatives had confirmed that the appropriate steps had been taken with relation to the Science sections of the Secondary Improvement Plan and reported that they were pleased with the outcomes that had occurred. Helen will provide updates to the Science Improvement Plan on her return to work.

## Further Discussion relating to the PGCE Secondary Improvement Plan

The Committee discussed the responses to this year's NQT survey. Professor Kevin Mattinson, Head of School of Education and Associate Dean informed the Committee that national engagement was down by 2/3 this year. Despite this, it was reported that responses given for the Secondary route at BCU were an area for concern. The question was raised to what extent these responses have been considered when updating the Secondary Improvement plan as the findings from the NQT Survey responses will be an Ofsted priority and a starting point for the Inspectors.

Peter Carr, PGCE Secondary Course Director reported to the Committee that the NQT Survey had been re-issued, including specific links to training sessions at BCU. It was reported that the re-issued survey had been sent to trainees and the response rate had been higher than the first time around. The committee were informed that this could be attributed to the fact that trainees could see how the questions included specific BCU sessions, themes and tutor's names. The Committee were informed that following the re-issue 95% of the responses were good or very good.

It was suggested that interim dates for the completion of sections of the Improvement Plan were set out to avoid repetition. The Committee agreed that this was good way forward. **Action PC**

There were no further questions or points raised relating to the Secondary Improvement plan.

## **5 To consider School 1 Evaluations Data**

## **Appendix C**

The Chair invited Ian Axtell, Secondary Partnership Coordinator and Subject Leader for Music to discuss the report that had been produced on School 1 Evaluation data.

It was reported that the graphs used in the report had been RAG rated (red, amber, green) to identify positive points and areas for improvement. The areas of positive feedback were highlighted by purple and green areas and areas that needed to be addressed were shown in red and amber.

Findings of the report were given to the Committee. It was explained that the commentary underneath each graph gave further information on the findings. Discussion points were set out in the following Sections:

Section 2 – “The national priority for meeting the needs of pupils with English as an Additional Language”, Section 4 – “The national priority of supporting early readers including an understanding of systemic synthetic phonics (SSP)” and Section 10 – “The discussion of trainees’ lesson evaluations, including teaching and assessment of the pupils learning”.

These discussion points and the following additional comments were as follows.

1.) The national priority for meeting the needs of pupils with Special Educational Needs (SEN)

It was identified that a concern had been raised by 2 Art and Design trainees, both in the same school. It was reported that this was carefully monitored by the University tutor team and this department is not being used for trainees in future school placements. BCU Link Tutors will monitor how this issue is being addressed and ensure that trainees within schools are given the appropriate support to do so.

2.) The national priority for meeting the needs of pupils with English as an Additional Language (EAL)

The data collected indicated that some Professional Mentors do not regard this as a priority in their own school context. However, all trainees need to address this issue. The question of how to do this was opened to the Committee, members were asked to discuss their initial reaction to the responses and to share their ideas on best practice on supporting pupils with EAL in small groups and feedback to the Committee.

Following a discussion, BCU tutors reported the following points to the Committee:

Tutors feel that these expertise do exist within School but trainees are not always aware of their existence.

The issues that may arise within school may be being dealt with already discreetly therefore trainees were not explicitly aware of this.

Professional Mentor’s need to be made aware that it is not necessarily them who need to deliver training and experiences of supporting pupils with EAL, this may be available elsewhere in the school.

Tracey Goodyere, Subject Leader for Design & Technology and Professor Kevin Mattinson, Head of School of Education and Associate Dean, gave positive examples of supporting pupils with EAL by translating work into a pupil’s first language. These included an instance where a pupil with EAL was first assessed and given a Level 3 but when the assessment was translated in to their first language they came out at a Level 8. It was also stated that the challenge was to break down barriers to learning and that language was one of these barriers. It was reported that the ‘Multiverse’ tool that had been used up until 2010 had now been archived and could be a useful tool for tutors and mentors to consider.

School Mentor Representatives also reported the following points to the Committee:

Edward Lee, Drama Mentor Representative at Heartlands Academy illustrated that in some instances, the support of pupils with EAL could be seen as normal as his school have 86% of EAL pupils.

Kirsten Adkins, Art & Design Mentor Representative at Tudor Grange Academy commented that EAL pupils may be doing well and this is why they are not seen as being explicitly supported, therefore supporting pupils with EAL could also be celebrated when they have done well. It was discussed that where schools had illustrated that they did not have any instances of supporting pupils with EAL, this could be an interesting investigative research task for trainees to look into.

3.) The national priority of managing behaviour and discipline.

The Committee were informed that a high volume of positive feedback had been returned by schools. Also, it was reported that the stories behind any areas of concern were known to the respective BCU Tutors.

4.) The national priority of supporting Early Readers including an understanding of systemic synthetic phonics (SSP).

It was stated that Secondary trainees worked well when considering this issue in their Primary School Experience.

It was highlighted that during the School 1 placement, specific members of staff in schools that were experts in this field had shared their knowledge with trainees. The importance that trainees draw on these experiences was highlighted. It was stated that BCU tutors needed to manage this issue in a positive way with school mentors so that the trainees get the positive experiences that they require.

Professor Kevin Mattinson, Head of School of Education and Associate Dean agreed and reported that Secondary School pupils that have difficulty reading cannot be ignored and that there is now a real focus on how Secondary teachers engage these learners through their teaching. It was highlighted that if this area is not addressed within schools then the effects of this will become evident in pupil's progress.

The Chair reported that within his School, The ACE academy, there is a focus on supporting Early Readers, however SSP is not used. Therefore it was stated that the terminology used can pose a challenge as Mentors in Secondary schools may not be familiar with "SSP". It was stated that the use of SSP or lack of it was not brought up in any Secondary School Ofsted reports but the Head of School confirmed that this is mainly focussed and driven when in the context of Teacher Training.

Professor Kevin Mattinson, Head of School of Education and Associate Dean stated that a task could take place at the Secondary School 1 Briefing meeting to introduce this issue to School colleagues. It was highlighted that it may also be useful for trainees to do a focussed activity tracking the progress of a particular pupil during their School 1 placement to gain experience of this issue. It was agreed that this could be linked to the PDP tasks that the trainees are required to complete. The committee were informed that the national priority of supporting Early Readers was also a main focus of BCU Primary colleagues.

Don Newton, Subject Leader for Mathematics informed the Committee of the work that had been conducted at Heartlands Academy in relation to Early Readers. He stated that an expert in this field, Ruth Miskin, had been into the school and shared her scheme for Early Readers which he believes had worked extremely well. It was discussed that the University based EPPS sessions on these types of issues could be delivered by teachers who were experts in their field. The Committee agreed that this would be a good idea to put in place for future sessions.

The Committee were informed that Jean Dyson, Senior Lecturer in Art & Design had been designed a phonics workshop with colleagues from BCU Primary Education. In this session, Primary trainee teachers had given advice and shared their experiences of phonics with Secondary Trainees.

Andrew Steed, Senior Lecturer in Mathematics referred the Committee to page 3 of the Minutes of the previous Partnership Committee Meeting. It was highlighted that the issue of EAL had been addressed in the context of School 2 placement evaluations in the 2012/13 academic year and in

this discussion it was stated that trainees had received the relevant training and making this learning explicit to trainees was of great importance.

It was put forward that a newsletter should be sent to all Mentors just prior to the start of the School 1 placement and the issue of making sure the training that the trainees receive in relation to these national priorities is made explicit.

**Action IA/PC**

#### 10.) The discussion of trainees' lesson evaluations, including teaching and assessment of the pupils learning

Members discussed that Mentors in school may not be including in their feedback to trainees on lessons, feedback on the trainees' evaluation of their teaching. Kirsten Adkins, Art & Design Mentor Representative at Tudor Grange Academy also reported that she felt trainees needed to be made aware that at least one of the targets they are set post observation is addressed for the next lesson observation or review meeting.

The questions posed in Part B of the Lesson Review and Analysis Form are designed to encourage a clear focus on learning. The Committee agreed that BCU tutors need to monitor how trainees are evaluating their lessons and how mentors are responding to these evaluations as a part of the training process. Lesson evaluations continue to appear on the Tutor Check List when BCU tutors visit schools.

Members discussed that with regard to Lesson Observations and Evaluations, the School of Education would be working towards implementing a paperless system as much as possible in order to focus on cost and resource saving.

#### **Summary of discussions relating to EAL and Early Readers (ER), focussing on impact: provided by Ian Axtell, Partnership Coordinator and Subject Leader for Music following the Meeting**

The difference between school inspections and ITT inspections were identified. EAL and ER are not always highlighted during school inspections, particularly if they do not impact on pupil outcomes.

Sometimes EAL, ER and SEN are not regarded as barriers to learning because experienced teachers are adept at using their professional expertise to overcome them. We need to make this expertise obvious to the trainees and mitigate against the "taken for granted professional knowledge" (Franke, 1996). We need to make our professional thinking clear and transparent, recognising that mentoring is more than just training, or what Tomlinson (1995) calls "behavioural inculcation without insight", and is about supporting the development of informed and high quality professional practice.

Links for trainees need to be strengthened between the training they have received and the different aspects of the course, particularly the links between university and school programmes.

#### **Suggested ways forwards:**

University link tutors to highlight the training trainees have received when they visit schools and to ensure that our trainees are gaining access to appropriate EAL, ER and SEN expertise within the school through the Whole School Issues Programme.

Evidence of good practice in schools needs to be shared with all trainees. The university can act as a focal point where the good practice relating to EAL and ER that exists in partnership schools can be shared (Heartlands EAL/ER expertise highlighted as an example).

Trainees can be challenged to address EAL or ER as part of their PDP Tasks or as part of a more in-depth investigation through their research placement and subsequent assignment.

We can all access the materials on Multiverse, which have been archived.

These issues to be highlighted/discussed during School 1 Briefing and a School 1 Newsletter to be sent to partnership schools during the Autumn Term just prior to the School 1 Placement.

References:

Franke, A., & Dahlgren, L. O. (1996). Conceptions of mentoring: an empirical study of conceptions of mentoring during the school-based teacher education. *Teaching and Teacher Education*, 12(6), 627–641.

Tomlinson, P. D. (1995). *Understanding mentoring: Reflective strategies for school based teacher preparation*. Buckingham: Oxford University Press.

**The following points were made in response to areas that were highlighted as areas of improvement by School Mentors.**

“Meeting to be scheduled during the school day instead of 4pm due to issues with extracurricular activities and childcare “

It was reported that this was a specific issue that can be addressed by individual tutors.

“Hard copies of partnership handbooks.”

It was stated that content is available on website and Mentors encouraged to view this as it is an additional expense for hard copies to be distributed to Partner Schools. Mentors have previously requested that the Partnership Handbook is available electronically. This is a cost effective approach.

“Further training on form and content. My feedback and detailed reports are perhaps too much in depth, particularly now I have the additional sheet to complete. Is there a sample of expected feedback that staff/mentors could observe to set the standard?”

It was stated that updates are being made to the materials that appear on the Secondary Partnership Website. Exemplars of Lesson Review and Analysis Form and Assessment and Evaluation Reports are available on the website.

“Learning briefly about differentiation and assessment for learning strategies before the placement (trainees)”

The EPPS programme is looking to be updated to address this.

“More contact to check progress on targets set.”

BCU Tutors will further encourage School Mentors to support this process and report issues to BCU if they have any concerns.

“Maybe a second lesson observation could have been helpful”

It was reported that this in place. If required, this second observation can take place.

“A mentor pack with timelines, deadlines, tasks, examples of acceptable evidence, etc”

It was reported that documentation currently on the website and to be added will seek to address these points.



“Please could correspondence to professional mentors be addressed to us by name as at the moment it is taking several days to reach me once it gets into school? Post gets sent to the wrong school. Confirmation of places or declining comes very late – only a few days before they start – needs to be more organised”.

The Committee were informed that the Clerk, Matthew Waterhouse, had been doing some good work to ensure that all contact names and details were as up to date as possible. School Colleagues and BCU Tutors were encouraged to pass on information to support this process as much as possible.

“Some staff spend too long reading from PowerPoint slides verbatim at SM/PM meetings.”

The Committee were informed that Ian Axtell and Peter Carr were currently reviewing the nature of School Briefings and |Mentor Training Sessions. They intend to increase the potential for CPD during these sessions.

“Contact us more regularly to monitor progress and/or check support for mentors.”

It was reported that not all Mentors share this opinion.

“Prepare students for feedback – receive in a positive manner and see it as a route to improvement.”

This was raised as a discussion point and the feedback provided was highlighted in the discussion under part 10.) The discussion of trainees’ lesson evaluations, including teaching and assessment of the pupils learning”

The Committee were informed that the following points were all areas of standard practice for Birmingham City University:

“Go through professional mentor to arrange placements and not direct to Head of Department.”

“Emphasise with students the value of sending a lesson plan to mentor/subject teacher two days prior to lesson (advice /support).”

“I would quite like the contribution of PM’s to be acknowledged a bit more – notified of tutor visits before as well as after (which is detailed and excellent); room for a brief comment on trainee’s report?”

## **6 Assessing without levels – What is happening in your school?**

### **Appendix D**

The Chair invited Peter Carr, PGCE Secondary Course Director and Subject leader for Art & Design to discuss this item.

The Committee were informed that Birmingham City University were interested in how partner schools were addressing this issue. Members from partner schools were asked to note down their thoughts and these would be reviewed. The notes provided would help Birmingham City University to form the basis of how to address this issue for the trainees.

Information provided by school colleagues can be found in **Appendix D**

## **7 To consider CPD Developments**

### **Appendix E**

The Chair invited Professor Kevin Mattinson, Head of School of Education and Associate Dean to speak to the Committee about developments with CPD.

Members discussed the term PGCE. The Committee were informed of the difference between the PGCE and PGCert routes and that the PGCE ‘brand’ carried a particular currency and that the

PGCert route is not the same as this in some peoples thinking. The Committee were reminded that the term PGCE should not be used if it is not the whole package that is being referred to.

Professor Kevin Mattinson, Head of School of Education and Associate Dean informed the Committee that the current method of PGCE trainees choosing either Level 6 or Level 7 options would be discussed with BCU colleagues at the next Team Meeting.

Members received that Phil Taylor, Course Director for MTL & EPPS Education would normally address this agenda item but was unable to be at this meeting as he was out in School delivering CPD to school staff members. The session Phil Taylor was delivering was not linked to Initial Teacher Education but in fact focussed on overall school improvement.

The Committee were then asked to refer to the worksheet "A continuum for Teacher Education". Members were asked to form mixed groups of BCU tutors and School Colleagues to discuss the points mentioned on the CPD worksheet. Members were informed that it would be useful to gather School colleagues' thoughts on outlining and assisting with recurring themes as the School Mentors needs are what need to be addressed.

The Committee discussed ideas on the following: "Your ideas for CPD Developments that BCU could offer that would strengthen subject and Professional mentoring in Initial Teacher Training (ITT.)"

Points made would be noted and discussed between members of the Secondary Course Team and Phil Taylor. The Information provided by Committee members can be found in **Appendix E**

## **8 To consider feedback from Mentor representatives**

The Chair invited members of the Committee from partner Schools to provide feedback. The following points were raised:

### Art & Design

Kirsten Adkins, Art & Design Mentor Representative at Tudor Grange Academy informed the Committee that her school were working with a BCU School Direct trainee who was currently out of school on her second placement. It was reported that the trainee was a very deep thinker with very high standards.

David Russell, Chair of the Secondary Partnership Committee and Professional Mentor Representative from The ACE Academy discussed that the Art & Design trainee that had been placed at the school this year was very enthusiastic and had some great ideas that he believes will work well.

### Design & Technology

There were no Design & Technology mentors present at the meeting

### Drama

Edward Lee, Drama Mentor Representative from Heartlands Academy informed the Committee that the trainee that was on placement at his school was well prepared and organised so was easy to mentor. He stated that he did not have much to feedback as currently the placement was going smoothly.

### Maths

David Russell, Chair of the Secondary Partnership Committee and Professional Mentor Representative from The ACE Academy informed the Committee that the Maths trainee that they are supporting was currently doing very well.

### Music

Joanna Newman, Music Mentor Representative at Wood Green Academy stated that her school were supporting an instrumental Music trainee this term. It was reported that the School would like

advanced notice of this in future if possible. It was reported that the trainee had now settled in well. Positive feedback was also given regarding the 2 part Review and Analysis observation form..

David Russell, Chair of the Secondary Partnership Committee and Professional Mentor Representative from The ACE Academy informed the Committee that the Music trainee at his school had been placed at short notice but that BCU had done well to ensure that all of the necessary information had been forwarded to them promptly.

#### Science

There were no Science mentors present at the meeting.

Professor Kevin Mattinson, Head of School of Education and Associate Dean enquired with the Committee if, at present, a predicted grade was sent early on to School 1 placement schools so that all stakeholders had an initial reference point for the specific trainee. BCU Tutors confirmed that information from the trainee's subject knowledge audit is shared with School 1 Mentors prior to School 1 placements starting. It was discussed that this was to assist placement schools with devising a training plan for the trainees they would be supporting.

Members discussed the importance of showing a clear journey for trainees through School 1 and School 2 placements and throughout their entire journey at BCU.

Peter Carr, PGCE Secondary Course Director and Subject Leader for Art & Design stated that a trainee's predicted level is obtained at interview for statistical and tracking purposes, but that there would be reluctance to share these predicted outcomes as this may negatively determine expectations. Members discussed that, for this to happen, the relationship between predicted outcomes and performance would need to be clearly defined internally before any changes were made to current practice.

Andrew Steed, Senior Lecturer in Mathematics agreed and stated that the small numbers that affect the data related to a trainee's starting point and predicted outcomes are so small that he would have reservations about sharing this information with placement schools.

### **9 To consider Equal Opportunities issues**

The Committee were informed that equal opportunities discussions usually take place during the autumn and spring terms however numbers have significantly dropped this year. This is shown by recent attendance figures where a small number of trainees attended the Equal Opportunities meeting during the autumn and no trainees attended this meeting in the spring term.

It was discussed that the Secondary team would be looking to radically change how equal opportunities issues are dealt with and plans on how to engage trainees will be discussed during the next Partnership Committee meeting in June. It was received that Jean Dyson, Senior Lecturer in Art & Design had recently taken on the Equal Opportunities responsibility. Members discussed that the BCU Secondary team would continue to monitor and ensure that trainees' needs are explicitly met during their EPPS sessions.

### **10 To consider any other business**

#### **A.O.B Item 1**

The Chair informed the Committee that Professor Kevin Mattinson, Head of School of Education and Associate Dean would be providing the committee with details of the Birmingham City University School Direct provision.

It was discussed that during February 2014, the School of Education had been preparing to register for its intake of School Direct trainees for the 2015/16 academic year. It was reported that the guarantee of trainee numbers to 'Outstanding' providers is to be withdrawn in 2014/15 and that due to this, there was every danger that BCU would see reduced numbers in future academic years if it

does not move forward. Members discussed that this was not just in terms of the funding received but it also related to the ability of BCU's School of Education to provide a proper supply of teachers for learners.

Members further discussed the current landscape of ITT. It was reported that The University of Bath and The Open University had put plans in place to close their ITT provisions at the end of this academic year and that more Institutions would follow from September 2014.

Members discussed that there is to be a transfer in the balance between School Direct provision and the conventional routes of ITT. Professor Kevin Mattinson, Head of School of Education and Associate Dean stated that in the future, the idea was not for School Direct to replace the existing PGCE route but more about developing a partnership for sustainable capacity ensuring that BCU have the right number of teachers for 2016/17. It was reported that Birmingham City University would no longer be waiting for Schools to contact them in order to arrange a School Direct partnership; BCU will now be proactively approaching schools to offer the BCU School Direct provision.

Members reported that the sharing of information between Lead Schools and Schools in the partnership should be encouraged and flexibility in the types of placements offered was needed in the future. It was also reported that BCU will be beginning to look at ways to involve School Direct partners in the strategic leadership of the Partnership and look at developing the structure to discover future ways for improvement. It was highlighted that BCU will need to make sure that the schools in question have an extended involvement in developing the BCU EPPS programme in the future

The Committee were informed that although there were a variety of issues and questions that needed to be raised in the context of a future plan, if Birmingham City University are able to position themselves correctly and ensure that a consecutive to concurrent sustainable model is achieved then the potential was there to establish themselves as the University for Birmingham.

## **A.O.B Item 2**

Peter Carr, PGCE Secondary Course Director and Subject Leader for Art & Design instructed the Committee to view a further sheet that had been distributed to them titled 'Ofsted procedures 2013/14'. The points raised on this form were reiterated to the committee as was the need for Schools to be flexible during this period of time.

Members were informed of the possibility of a 2 stage Ofsted inspection that would involve Ofsted returning during the autumn term following an inspection to review recently appointed NQT's.

Don Newton, Subject Leader for Mathematics informed the Committee that Ofsted was a very important issue and suggested that a special meeting should be arranged in order to discuss these new regulations with School mentor colleagues. It was stated that more school partnership involvement is required and School mentors would need to be encouraged to attend meetings to discuss these important issues. Members agreed and it was stated that the role of schools and their involvement in the Ofsted process is highlighted in the most recent NCTL framework.

The Chair confirmed there were no further items to discuss.

## **11 To receive the date of future meetings of the Secondary Partnership Committee**

*The next Secondary Partnership Committee Meeting will be held on Wednesday, 4<sup>th</sup> June 2014 (Attwood Building A106a 16.30 – 18.30)*

## Distribution list

	<b>ELSS School of Education</b>	<b>Mentor Representatives</b>	<b>School</b>
Peter Carr	PGCE Secondary Course Director Route Leader - Art & Design	Claire Barrington	Great Barr School – D & T
Ian Axtell	Route Leader – Music Secondary Partnership Coordinator	Catherine Coates	Perry Beeches School – Professional Mentor
Chris Bolton	Route Leader - Drama	Steve Cormell	The Streetly School – Professional
Kelly Davey Nicklin	Senior Lecturer - Music	Kirsten Adkins	Tudor Grange Academy – Art & Design
Jean Dyson	Senior Lecturer – Art & Design	Ryan Everson	Lode Heath School – Art & Design
Martin Fautley	Director of Centre for Research	Elnaz Javeheri	Heartlands Academy - Maths
Tracey Goodyere	Route Leader – Design & Technology	Sarah Jessel	Joseph Leckie Academy – Music
Kevin Mattinson	Head of School of Education	Ed Lee	Heartland Academy Drama Mentor
Caroline Montgomery	Senior Lecturer – Prof Studies	Helen Lowe	Leasowes High School - Drama
Don Newton	Route Leader - Mathematics	Joanna Newman	Wood Green Academy - Music
Simon Spencer	Deputy Head of School of Education	Andrea Reid	Fairfax School - Maths Mentor
Andrew Steed	Senior Lecturer - Mathematics	Dave Russell	Alexandra High School – Professional Mentor (Chair)
Phil Taylor	Course Director – MTL & EPPS	Emma Smith	Q3 Academy – Mathematics
Helen Thomas	Route Leader - Science	Gemma Wood	Perry Beeches School – D & T (Textiles)
Helen Yorke	Director of Education Partnerships		