



Mentor Newsletter January 2015



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.

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

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 **2.00 p.m. on Wednesday 4th February 2015**. **If you were a PGCE PCET mentor last year you will need to undergo mentor training in order to be updated in the new documentation and processes that you will need to familiarise yourself with. If you still have not received Mentor Training please contact Matthew Waterhouse to arrange this.**

[\(Matthew.Waterhouse@bcu.ac.uk\)](mailto:Matthew.Waterhouse@bcu.ac.uk)

The BCU PCET Mentor Workshop Roadshow

As you are already (hopefully) aware, we value the support you offer our trainees tremendously and over the next few months we would like to repay your support by offering a series of professional development events.

At first we considered offering these at the City North campus across the academic year, however, we are keenly aware that your personal and professional commitments do not always allow time (nor the inclination) to venture over to Perry Barr for a twilight training session. With this in mind we would like to introduce the idea of hosting a series of mentor workshops that will take place across the partnership organisations. This will enable you to attend a workshop that is located



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either in or near to your place of work, thus saving travel time and expense, while still benefitting from the experience of sharing knowledge, advice and guidance with colleagues and peers.

Further to this we would also like the workshops to contain useful topics presented by experienced tutors, therefore we are asking you for ideas on topics that you would like support, guidance and/or development upon, and volunteer mentors to present sections of the seminars.

So, if you have an idea for development (please consider any aspect of the teaching, learning, mentoring environment as a topic) or feel that you would like to host sections of the workshops themselves please let us know.

We will begin discussions with a number of partner colleges to arrange dates and times that are suitable for as many people to attend as possible from across the partnership, and once these have been arranged we will send out invitations that will announce the location and the range of topics being presented.

Shortly a (very) brief survey will be sent out asking for your suggestions regarding topics that you might find useful to deliberate, develop and discuss.

Advertising Events at your own Institution

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.



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Course Modules

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

Modules Covered during January-April 2015

Module Code	Module Title	Level	No. Of Credits
EDU7178	Effective Teaching, Learning and Assessment	7	30
Or			
EDU7179	Effective Teaching, Learning and Assessment for ESOL and Literacy	7	30

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 9th Feb 2015; P/T 29th June 2015; ESOL January 2016



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Full Time and Second Year Trainees will also be completing the following unit:

EDU7182	Analysis of Inclusive Learning Resources	7	30
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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 7th May 2015

Or

EDU7183	ESOL and Literacy Theories and Frame works	7	30
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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 1st May 2015



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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 the Professional/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.
- You will need to complete the Term 2 Review form for your trainee soon after their 4th or 5th observation.
- 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>

Contact Details

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

With kindest regards

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

Professional Development Tutors