Primary Mentor CPD 3

Thursday 7 April 2022

BIRMINGHAM CITY University

1. Welcome and updates
2. Completing the BCU Mentor Tracker
3. Mentor CPD3 – Developing Feedback – Breakout Rooms
4. Schools Partner Mentor Event – July 2022

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Available in the BCU Mentor Handbook
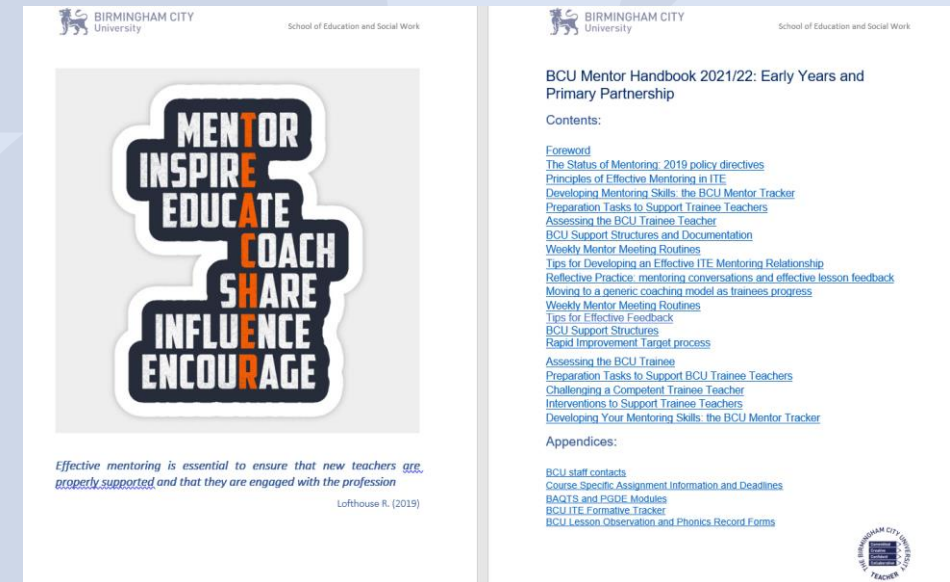
Welcome and updates

- Mentor expectations

    Further CPD (Access to previous training)

    Complete BCU Mentor Tracker deadline extended to Summer Term 1

- [Primary Partnership Website](#)

- PGCE updates
    - School Based Training 2 Reviews and Progress meetings end **7 April**
    - School Based Training 3 commences on **7 May**

- BA (Hons) updates
    - Year 1 – 3 ½ block placement commences **4 May**. Additional 5 days in June
    - Year 2 – 7 week block placement, **9 May – 17 June, Prelim visits 25 April – 6 May**
    - Year 3 - completing a 7 day additional placement in **June.**

If you can support with any of the above PGCE or BA undergrad placements, please contact Alison Pemberton Smith alison.Pemberton@bcu.ac.uk or Emma Bloor emma.bloor@bcu.ac.uk

A reminder: Mentor expectations

'Our expectations around attending CPD is a mandatory termly involvement. For Primary and Early Years, we have set up a series of 6 CPD sessions so the minimum requirement for the Spring Term and Summer Term is that they attend 2 (one per term). Attendance is monitored during all sessions. To support mentors, **we have added an additional Monday date and sharing PowerPoints with notes on the Primary Partnership Website so mentors can engage with all resources if circumstances prevent attendance at a CPD session.** *However, we do expect Lead Mentor(s) to ensure that all relevant colleagues are engaging with the resources and accessing their minimum entitlement.'*

March, 2022

Primary Partnership Website

Primary Partnership Website

CPD Training Sessions

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Training sessions for Primary ITE Mentors

Activity	Theme	Dates	Time	MS Teams link
CPD 1	Mentor self-assessment and support with critical incident discussions • Download the powerpoint presentation	20 Jan 2022	3.30 - 4.30pm	Completed
CPD 2	Mentoring strategies to support trainee progress • Download the powerpoint presentation • Watch the online session	10 Feb / 14 Feb 2022	3.30 - 5pm	Completed
CPD 3	Developing feedback	7 Apr 2022	3.30 - 4.30pm	Join
CPD 4	Modelling best practice	19 May / 23 May 2022	3.30 - 4.30pm	Join
CPD 5	Assessment and progress	9 Jun / 13 Jun 2022	3.30 - 5pm	Join
CPD 6	Coaching and Mentoring module	5 Jul / 11 Jul 2022	3.30 - 4.30pm	Join

CPD Session 1 Recording
https://youtu.be/-3pJVf-ERDU

CPD Session 2 Recording
https://youtu.be/g330_WGTz04

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BCU Mentor Tracker: Reminder

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- Identifies 4 areas of skills within ITT mentoring practice – **1. Personal Qualities; 2. Teaching; 3. Professionalism; 4. Self-development / working in partnership**

- Allows us to identify strengths within practice and areas for development

- Will set up a Mentor Experts working group for Mentor CPD4 (Modelling best practice)

- Please email to anne.whitacre@bcu.ac.uk and your University Tutor by 29 April 2022.

You will receive…….

Mentor Accreditation 2022

Another Person

has completed the online Mentor Training and the BCU Mentor Tracker

Mentor CPD 3

Developing Effective Feedback

'…a mentor can help the mentee to become more reflective by guiding and encouraging them to embrace feedback and criticism and to reflect on their teaching.' Hughes (2021:168)

Agenda

- Purpose
- How are your experiences going to date?
- What is effective feedback?
- How do you know?

The Mentor Standards (2016)

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

- **be approachable, make time for the trainee, and prioritise meetings and discussions with them;**

- use a range of effective interpersonal skills to respond to the needs of the trainee;

- **offer support with integrity, honesty and respect;**

- use appropriate challenge to encourage the trainee to reflect on their practice; and • support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

The Mentor Standards (2016)

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Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.

The mentor should:

• support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;

• support the trainee in developing effective approaches to planning, teaching and assessment;

• support the trainee with marking and assessment of pupil work through moderation or double marking;

• **give constructive, clear and timely feedback on lesson observations;**

• broker opportunities to observe best practice;

• support the trainee in accessing expert subject and pedagogical knowledge;

• resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;

• **enable and encourage the trainee to evaluate and improve their teaching;** and

• enable the trainee to access, utilise and interpret robust educational research to inform their teaching

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The Mentor Standards (2016)

Standard 4 - Self-development and working in partnership.

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

• ensure consistency by **working with other mentors** and partners to moderate judgements; and

• continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and **engaging with robust research**

Breakout Tasks (10 minutes)

Task 1:

Breakout Room

Discuss 'feedback' practice.

Look at the 3 exemplars.

Benefits/limitations

What principles could we adopt for effective feedback?

Task2:

'Takeaways' (Hughes, 2022) taken from the article, Puttick and Wynne (2021).

What are you thoughts?

How will this help develop your own practice?

How does good quality feedback impact progress of Trainees practice and impact Pupil Progress?

Effective Feedback

…..give constructive, clear and timely feedback on lesson observations;

Written Feedback

Key Principles:

….enable and encourage the trainee to evaluate and improve their teaching;

Verbal Feedback

Key Principles:

Breakout Groups and feedback to whole group

Mentor Research Digest

Bridging the gap between theory and classroom practice

Haili Hughes — **Mentoring in Schools** — How to become an expert colleague — *Aligned with the early career framework*
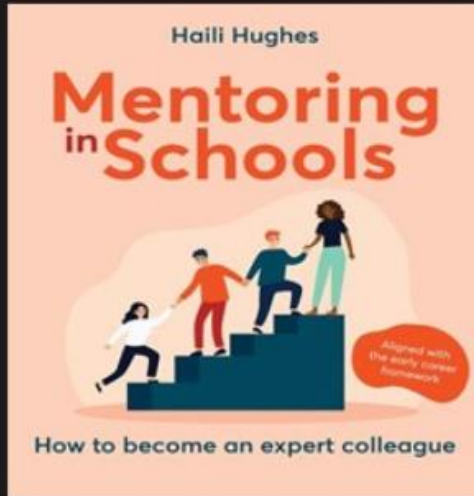
Steven Puttick & Jenny Wynn (2021) Constructing 'good teaching' through written lesson observation feedback, *Oxford Review of Education,* **47(2), pp. 152-169**

Key takeaways:

- Written feedback on lessons is important as it is set 'in black and white' and the nuance may be returned to and reflected upon.
- 'Good teaching' is constructed through written feedback when we are drawing on the three areas of teachers' professional knowledge discussed by Winch et al. (2015):
situated understanding/tacit/intuitive knowledge; technical 'know how' and critical reflection.
- One aspect of critical reflection involves teachers critically reflecting on their practice 'in the light of what has been thought and said about teaching in the present as well as in the past in order to inform future thinking about what they are doing.' Written feedback might be accompanied then by signposting of selected readings, policy documents and official
recommendations that help illuminate trainees' thinking on the issues in classroom practice which concern and affect them most.
- Written feedback is most effective when it is a dialogue between observer and observed, rather than just transmission.
- To avoid differences in interpretation of feedback, targets need to be <u>specific</u> and have a <u>reasonable challenge level</u>, while detailing <u>how to</u> achieve targets.
- Sometimes written feedback can focus overly on technician conceptions of teaching, to move beyond this, written feedback can be integrated with dialogue on other sources of evidence, in order to create space for the kinds of reasoned deliberation (including disagreement) characteristic of teaching as a professional endeavour. Constructing good teaching as a craft, where learning from other, more experienced teachers by 'seeing how' they do it can also be helpful but not a fix all solution.

So, mentors:
When giving written feedback, construct teaching as a professional endeavour, including (at least some) explicit engagement with research evidence, rather than focusing on technician aspects of teaching. The targets you give should be triangulated with recommendations and signposting to policy documents, research and focused observations of others' teaching so that trainees have a more conceptualised understanding of key pedagogical strategies.

And...

Mentor Involvement with BCU

- Opportunities in Mentor CPD sessions to develop practice
- Working directly with University Tutors
- Share ideas and expectations in an open forum

Pedagogy in Progress and Review Meetings

- Trainees do use what they learn in BCU sessions in the classroom!
- Ask the trainee what they have been learning
- Reflect on the subject priorities outlined in the Progress Journal with your trainee
- Ask trainees to critically reflect on how their learning can shape their practice in the classroom

Next time

- CPD 4: Modelling best practice: **19 and 23 May 3.30 – 4.30 pm**

- Schools Partnership Mentor Celebration Event: **5th July 2.30 – 4.30 pm at BCU**

  (An invite through Eventbrite will be sent to your school after Easter)