



PCET & Secondary Academic Lead for ITE Partnerships – [amanda.brougham@bcu.ac.uk](mailto:amanda.brougham@bcu.ac.uk) Issue 9: October 2020

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BCU Partnership Website: <https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations>

This month we want to share with you some of the values that underpin our ITE offer here at BCU.

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

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

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.



Committed, Creative and Confident are key features of the BCU teacher's professional development and fundamental in our ITE curriculum design.

Within this month's update we would like to take the opportunity to model ways in which we promote these values across our ITE partnership.

**Commitment** *within our curriculum design is to promote research-informed enquiry and practice as underpinning all of our courses.*

Grant Huddleston – Course Leader for BA/BSc Secondary Education with QTS asks:

- *As teachers, why do we do what we do?*
- *How do we know what we know, or think we know?*

The need for teachers to underpin their practice with theory and promote the use of evidence-based research has always been important, but perhaps more so recently, now that Ofsted are requesting schools to justify their curriculum decisions, promoting their intent, implementation and impact model (Ofsted, 2018).

Teachers begin their careers armed with the experiences and knowledge collected during their time involved in the initial teacher training process. Any form of professional development after the training process tends to come from school in-service training and/or the teacher carrying out personal development themselves. However, accessing research can often involve a minefield of blogs, posts on social media and purchasing textbooks and finding the time to engage with such research can easily become sacrificed once time allowed for preparation, planning and marking have been taken into account. In addition, accessing a lot of up-to-date research can often sit behind a pay wall or is full of academic language and can be daunting for some to absorb themselves in large, academic pieces that can be difficult to apply to their context.

Therefore, throughout 2020, I have been preparing for the production and publication of a journal magazine that will contain research based articles that can be used by teachers and easily read during a break or



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lunch time. The aim of the journal magazine is to help support practice across the Birmingham City University (BCU) School of Education Partnership and promote enquiry and research. A key aspect of our role is to support schools, whilst they support our trainees – we hope this journal magazine will go some way to developing this further. We welcome contributions from BCU students, teachers (as part of the partnership) and academics (including guest academics from outside of BCU) who wish to make a positive difference to teaching and learning

Not only does the Journal Magazine aim to act as a bridge between practice and academia, but also it will hopefully encourage colleagues to engage in the writing process. We support both new and experienced writers to submit articles offering a wide variety of perspectives.

The Journal Magazine focuses upon three themes, with the editorial team deciding where each article/book review sits best.

1. Enquiry and Support within the Partnership
2. Current Enquiry and Practice
3. Individual Enquiry and Scholarship

We also encourage book reviews.

Anybody wishing to contribute an article or book review for consideration should review the contributor's guidance [here](#) and email their draft to [BCUEJM@bcu.ac.uk](mailto:BCUEJM@bcu.ac.uk).

**Creativity** *is at the heart of the BCU mission – in all courses – therefore its feature in ITE training is really important to us.*

Holding onto 'the arts' during these difficult times is proving challenging for many partner schools. You may therefore be interested in an exciting national project KEHS in Birmingham is launching.

**TuneUpTuesday** aims to give schools the opportunity to celebrate the impact of the arts in the development and mental health of young people in the UK. The initiative hopes to create an uplifting event that all schools across the country can take part in, live or remotely via zoom, connecting them all in the power of the creative arts. We intend to use the day to highlight how vital the arts are in our culture, and how important it is that they are protected and sustained through the pandemic, whilst continuing to encourage young people to pursue a career in this amazing industry.

TuneUpTuesday will take place on **24<sup>th</sup> November** and our motto for the day itself is: **Upskill, Uplift, Upcoming**

- **Upskill:** All students will have access to a series of 5-minute activities aimed to develop their artistic skills. Online content will be provided by leading industry professionals in music, drama, dance, art and design, poetry, screen writing and more.
- **Uplift:** On the day itself, everyone will have the opportunity to come together and experience the uplifting power of a performance event through access to digital theatre platforms.
- **Upcoming:** Successful practitioners from all disciplines will share the stories of their career paths, offering advice and training routes, showcasing the variety of roles and opportunities available in this exciting profession.

KEHS are looking to engage schools across the country who will commit to ensuring their students are able to access the material on the day. If you would like to be involved in some way, please register your interest at [tuneup@kehsmail.co.uk](mailto:tuneup@kehsmail.co.uk) and they will be in contact with all the details prior to the day. Alternatively, perhaps you know some professionals/companies/ who would be keen to get involved: either way please let us know.



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**Confidence** *is a less tangible skill to promote in normal circumstances. However, to some extent the restrictions imposed on the sector during this pandemic has encouraged both tutors and trainees to reflect on ways in which they can adapt their teaching in new and innovative ways.*

In order to support last years' trainees across the region we have launched the BCU [Early Career Teacher Hub](#). Through this link, any of your new teachers can join fortnightly online support discussions around topics designed to support ongoing training and development for beginning teachers. Next half term sessions are:

- **05.11.2020 - [Resetting and rebooting behaviour:](#)** Routines and restorative practices
- **19.11.2020 - [Mental health and Well-being for Teachers:](#)** Managing workload, taking time to stop and reflect and healthy diet tips
- **3.12.2020 - [Adaptive Teaching: Quality First Teaching for all pupils](#)**

Sessions are easily access through the link [here](#); they are informal supportive discussions led by Jane and Amanda – with input from the Chartered College of Teaching Early Career Hub materials and regional Teaching Fellows.

Back on site, and within online lectures for current trainees, we have developed new ways of working and discovered a myriad of interactive IT tools to sustain remote engagement with our learners. These skills are shared with trainees, who see models of effective online practices that they can then replicate in their own teaching experiences.

Tutors reflect frequently with trainees on ways in which they might adapt conventional pedagogy to 'Covid classrooms' as they prepare for their blocks of School Experience. In addition, within trainees' Progress Journals, we have included tasks which require trainees to consider ways to adapt teaching to online contexts using research

and practice by Sugata Mitra and recently published guidance around remote learning practices.

Certainly, the move to online meetings and training has enabled wider consultation across the partnership. The collection and response to feedback is now a more integrated element of our provision and this in turn means that we can respond to identified needs across the partnership.

**Strategic Partnership Committees** - *see below scheduled meetings for all phases within the partnership next half term. Please make a note for your diaries:*

## PCET

**Wednesday 10 November 2020 at 2pm** by invitation.

*Agenda items to date, include:*

- *Unseen Observations*
- *Early Career Pathway*
- *Collaborative CPD programme within the post 16 partnership*
- *Placement opportunities*

## PGCE Secondary

**Wednesday 25 November at 4.30pm** – via Partnership Webpages [Teams link](#).

*Agenda items to date, include:*

- *Early Career Framework*
- *Mentor CPD*
- *PGCE Recruitment*
- *Curriculum design – the de-colonisation agenda*

## Undergraduate Secondary

**Wednesday 11 November at 4pm** – *schools able to support undergraduate trainees in PE, Biology or Computer Science are welcome to join us – please request an invite by email to [grant.huddleston@bcu.ac.uk](mailto:grant.huddleston@bcu.ac.uk).*

## Primary

We are looking to set up a Primary Strategic Partnership Committee this term with the view to holding our first meeting towards the end of November. If you are an experienced mentor or member of your school's leadership team and are interested in being on the committee, please email [jane.lloyd@bcu.ac.uk](mailto:jane.lloyd@bcu.ac.uk) for further information.