



PCET & Secondary Academic Lead for ITE Partnerships – amanda.brougham@bcu.ac.uk

Issue 6: June 2020

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

‘Adaptable, flexible, creative, solution-focused collaboration’ is what research into similar periods tells us is the most effective approach schools can take to mitigate the academic and social impact of school closures. Moreover, the best people to lead this in diverse communities are teachers [and future teachers] who are from these communities.

Andreas Schleicher - Head of OECD (Durham University Seminar: ITE Response to Covid-19, 23.06.20)

When I heard this statement in a recent online seminar, I felt it completely justified the approach to in-school training BCU ITE courses will implement during 2020/21. Our strategy will both secure trainee placements and offer schools access to enthusiastic beginning teachers who are willing to learn how to support in flexible and creative ways to facilitate learning in partnership with expert teachers across the region.

Attachments for 2020/21

Some ITT providers have reduced numbers for trainees in response to Covid-19. Helen Yorke (Head of ITE within BCU's School of Education and Social Work) has stated clearly that this is not the correct approach for our university. We serve a region which needs many new entrants to the profession – and a significant majority of our trainees are from our own communities and thereby bring a wealth of local insight and commitment to our schools. **Therefore, all QTS Programmes at BCU have developed a strategy to attach trainees to schools and colleges for the 2020/21 academic year.** This attachment will replace previous models of school placements across all courses and will allow the university to constantly adapt to the context of each individual school's needs throughout the year.

Following consultation with partners within our Strategic Partnership Committees across all phases, schools who have offered to host BCU trainees over the coming academic year have already received

information about why we have taken this approach – this was an email memorandum to named Professional Mentors. In this document we clarified that all attachments would start after the October half term, to allow schools to adapt and settle into their new ways of working. We also hope that this lead in period will allow schools to plan how we can work in partnership to support the development of beginning teachers that is bespoke to their context and need. If you wish to review our plans you can find the secondary statement on our website [here](#) in the coming days, or email either Jane or Amanda directly (emails above).

We are currently reviewing the sufficiency of offers for attachments and intend confirming with schools and colleges where we would aim to attach trainees. These attachments will then be confirmed after trainees have completed their enrollment to the university at the beginning of September. This is a challenging task as understandably some schools cannot predict their needs as easily in previous years. We very much hope that by sharing with schools our requirements and intentions some may offer further placements and see the partnership as a creative opportunity for additional in school support over the coming year.

Why should you welcome a BCU trainee?

School and college partners will hopefully come to regard attached BCU beginning teachers as valued team members who can impact on both learners' outcomes and support what we anticipate is going to be a significant increase in workload as colleagues work tirelessly to close the attainment gap this period of school closures will undoubtedly have created. BCU trainee teachers are guided in understanding the impact of collaborative practice has on their professional development from the very outset of their training. Furthermore, their training is aligned to this, our 3Cs mission statement:

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Supporting NQTs:

In addition to 2020/21 requiring new ways of working, trainees during the current academic faced challenges when schools closed, and their School Experience placements were cut short. Providers across the ITE sector are very aware that many trainees may not feel as well prepared for their NQT roles as is the norm.

Therefore, in September the BCU Academic Partnership team will be hosting a series of online Early Career support sessions for early career teachers and their mentors. We will be developing a series of seminars on Thursday evenings which will be loosely framed around Early Career Teacher Hub materials freely available to NQTs when they enroll as members of The Chartered College of Teaching.

NQTs and their mentors will be able to register interest on the opening pages of the BCU Partnership webpages, specific to your context (primary, secondary, and post 16). Do please include this information in your NQT Induction Packs (even if your NQT was not a BCU trainee!) We will launch the series in partnership with The Chartered College of Teaching on **Thursday 3rd September 2020**. The following NQT sessions will cover issues such as: workload management, good habits for planning, ways to manage assessments, principles of behaviour for learning etc.

A full itinerary and a link for registration will be live on the Partnership webpages in coming days. Do feel free to signpost the BCU support Preece in your programmes and induction materials – we look forward to supporting you and your NQTs throughout the coming academic year.

Free Mentor CPD:

In recent years Government Policy has consistently raised the status of mentors in schools and colleges in recognition that support for trainees and NQTs rely heavily on effective day to day input from in-school mentors. Great mentoring nurtures great young teachers and most significantly has been found to have a notable impact in keeping new teachers in a teaching role for longer – thus easing issues around recruitment and retention for schools where mentoring is recognised as core strategic role.

To sustain contact and develop BCU partner mentors, we have decided to keep Mentor CPD at the same time as scheduled in our published Placement Information Packs. Online meeting invites will be sent to partner schools and colleges in September, using the data provided on Placement Offers Forms:

PCET:

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Secondary:

- 23/ 29 September 2020
- 13 / 19 January 2021

Primary:

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All mentors in partner schools can also enrol in our launch of a fully funded (Masters) Level 7 Coaching and Mentoring Module. This is a 20-credit online Level 7 module; which mentors can access around their existing work commitments. In September, all courses will share with partner schools and colleges how mentors can enrol on the module via our partnership webpages. Once enrolled, mentors will become BCU students with access to the VLE platform which houses all the material for the module and other related online research through the BCU libraries.

The module will induct, or remind, mentors of the academic standards for a Level 7 course and can be used as a suitable re-introduction to further study to enhance practice through research. The credits gained can be used towards our modular MA courses in Education.



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ITE Partnership News



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Schools wishing to promote the module in September with their staff can download a promotional flyer on our Partnership webpages.

Stay safe everyone - and we will issue one final brief newsletter before summer starts!