



BIRMINGHAM CITY
University

Primary Mentor CPD1

Thursday 20 January 2021

1. Welcome/introductions/updates
2. BCU ITE Curriculum
3. Mentor documentation self assessment – BCU Mentor Tracker
4. Developmental discussion / setting high leverage targets / questioning / making links with SBT
5. Developing a reflective practitioner

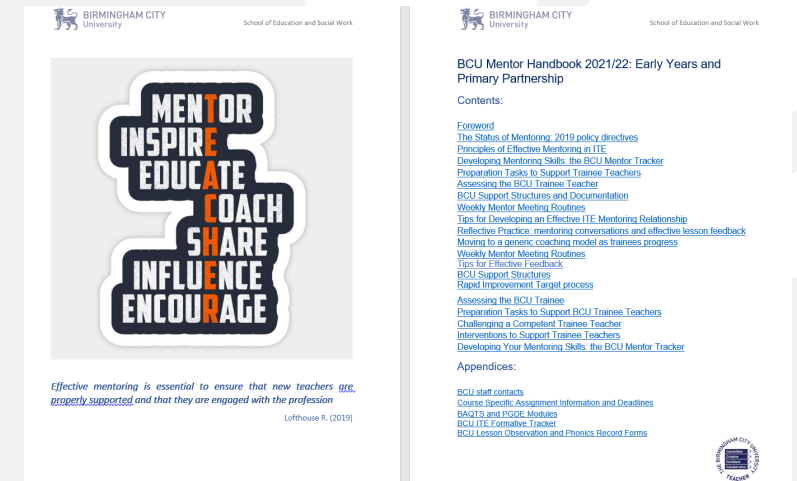
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Kate Glanville	Interim Head of Department
Anne Whitacre	Primary Partnership Lead
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Craig David	Education Partnership Lead
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Available in the BCU Mentor Handbook





1. Welcome!



- Covid mitigations
 - Schools to guide trainees on Risk Assessment processes in school
 - BCU Notify to record Covid related absences
 - Trainees remain in SBT placements
 - Teach with school / mentor guidance
- [Primary Partnership Website](#)
- Launch of Level 7 Mentor Module this week
- Ofsted looming
 - Briefing shared with schools

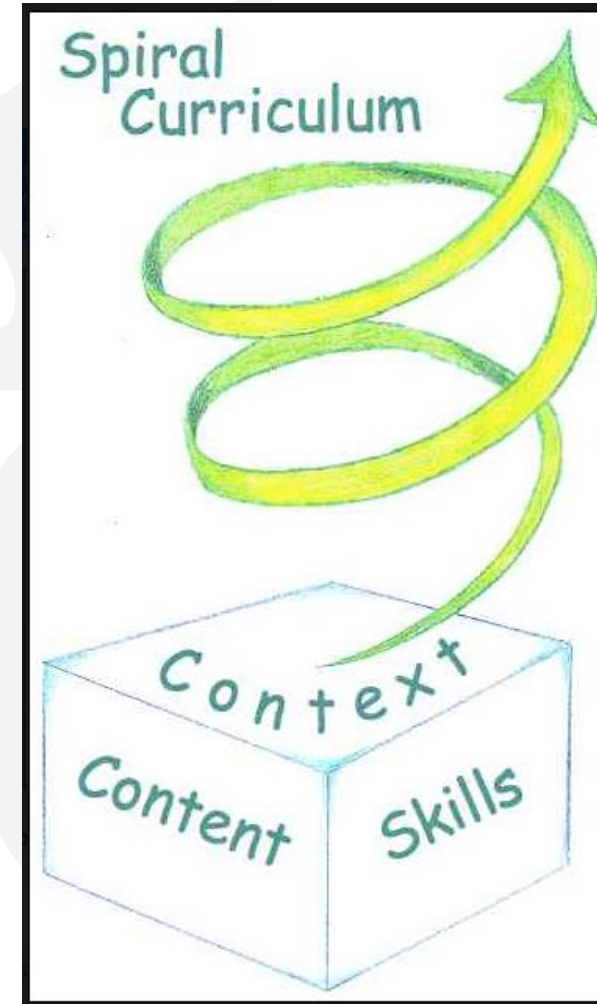
2. BCU ITE Primary Curriculum Themes



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What does our ambitious curriculum look like?

- A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.
- B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.
- C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.
- D. How to plan and assess learning to ensure that all pupils make progress.
- E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
- F. How to develop professional behaviour and contribute effectively to the wider life of the school.



The ITT Core Content Framework

The ITT Core Content Framework:

- Sets out the minimum entitlement for trainee teachers.
- Draws on best evidence from research to identify what constitutes quality first teaching.

It does not:

- Identify all the content that trainee teachers need.

It is not:

- A curriculum in itself.
- An assessment framework to assess trainees' performance.

The ITT Core Content Framework

- **High Expectations** (Standard 1 – ‘Set high expectations’)
- **How Pupils Learn** (Standard 2 – ‘Promote good progress’)
- **Subject and Curriculum** (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)
- **Classroom Practice** (Standard 4 – ‘Plan and teach well structured lessons’)
- **Adaptive Teaching** (Standard 5 – ‘Adapt teaching’)
- **Assessment** (Standard 6 – ‘Make accurate and productive use of assessment’)
- **Managing Behaviour** (Standard 7 – ‘Manage behaviour effectively’)
- **Professional Behaviours** (Standard 8 – ‘Fulfil wider professional responsibilities’)

S-Shape Plans



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EDU4138

An Introduction to Core -



**Place Value
Developing Number Sense**

- Learn that mastering an understanding of place value is an important aspect of mathematics.
- Learn that there is a progression in place value
- Learn how to develop a secure understanding of place value through the use of carefully selected resources and tasks

BCU Curriculum Key Theme: A, C, D, E

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

**Assessment for Learning
Maths subject knowledge audit**

- Use subject audits to identify areas of current strengths and development and reflect on subject knowledge
- Use identified resources and reading to support learning in the subject

- Assessment of Learning**
Assignment : Sway presentation
- Audit
 - Reflection on Mathematics Subject Knowledge Audit
 - Analysis of observed lesson – Intent, Implementation and Impact on learning.

THE BIRMINGHAM CITY UNIVERSITY
TEACHER

Committed
Creative
Confident
Collaborative

Learning Outcomes:

- Demonstrate knowledge and understanding of the principles and practices of current curriculum frameworks covering EYFS and Key Stages 1 and 2
- Demonstrate appropriate subject knowledge for teaching the core subjects and prime and specific areas of the EYFS
- Demonstrate an understanding of a range of strategies appropriate to the teaching of the core subjects and prime and specific areas of the EYFS to meet the needs of all learners

What is Mathematics?

- Learn that
- Our own attitude to mathematics is shaped by our experiences.
 - Teachers are key role models who influence the attitude and motivation of their pupils.
 - Reflection on the kind of maths teacher you aim to become will shape your future practice.
 - There are statutory programmes of study for mathematics that must be taught - familiarisation with statutory and non-statutory curriculum guidance and frameworks
 - Secure subject knowledge helps teachers to motivate pupils and teach effectively.

BCU Curriculum Key Theme: A, B, C, D, E, F

Impact on practice:
Subject knowledge
Behaviour for learning

Foundations in calculation – Multiplication and Division

- Learn that secure subject knowledge helps teachers to motivate pupils and teach effectively.
- Learn how to identify the key essential concepts, knowledge, skills and principles in multiplication and division
- Learn how to interleave concrete, pictorial and abstract strategies to support secure conceptual understanding.

BCU Curriculum Key Theme: A, C, D, E

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

Teaching for Mastery - Teaching for understanding

- Learn that
- Teaching for Mastery, teaching for conceptual understanding and depth are key aspects of maths education
 - Learning involves a lasting change in pupils' capabilities or understanding
 - Ensuring pupils master foundational concepts and knowledge before moving on is important to ensure progress.
 - Complex ideas and concepts can be broken down into smaller steps to ensure understanding.
 - Learn how to interleave concrete, pictorial and abstract examples to support conceptual understanding.

BCU Curriculum Key Theme: A, B, C, D, E

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

Fluency

- Learn that
- Fluency is one of the aims of the National Curriculum.
 - An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
 - Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
 - committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
 - Learn how to support children in developing fact fluency through opportunities

BCU Curriculum Key Theme: A, C, D, E

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge
Behaviour for learning

Planning and Assessment - Lesson Observation

- Explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented - Perfect six planning elements
- Learn how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
- Know that taking pupils' prior knowledge into account is a key aspect of successful learning and securing progress
- Discuss and analyse 'Assessment For Learning' opportunities

BCU Curriculum Key Theme: A, C, D, E

Impact on practice:
Planning and Assessment
Pedagogical Content Knowledge
Impact

The Foundations of Early Number

- Learn that ensuring pupils master foundational concepts and knowledge before moving on is important to ensure progress.
- Learn that counting and subitising is a key aspect of early number.
- Learn how to identify the key essential concepts, knowledge, skills and principles in early maths.
- Learn how to include effective teaching strategies to secure progress in early number.

BCU Curriculum Key Theme: A, C, D, E

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

Foundations in calculation - Addition and Subtraction

- Learn that secure subject knowledge helps teachers to motivate pupils and teach effectively.
- Learn how to identify the key essential concepts, knowledge, skills and principles in addition and subtraction.
- Learn how to interleave concrete, pictorial and abstract strategies to support secure conceptual understanding.

BCU Curriculum Key Theme: A, C, D, E

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

The CPA approach - building on learning from previous sessions

- Learn how to interleave concrete, pictorial and abstract strategies to support secure conceptual understanding.
- Learn that a range of approaches for modelling and scaffolding learning is essential to enable pupils to make progress
- Learn that critical enquiry and research informed practice to develop understanding of effective teaching and learning.

BCU Curriculum Key Theme: A, C, D, E

**Assignment Support
BCU Curriculum Key Theme: A, B, C, D, E**

Impact on practice:
Pedagogical Content Knowledge
Implementation and Impact

BCU Curriculum Key Theme: A - indicated as ongoing by the red outline

BCU Key Themes

- How trainees knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and wellbeing.
- How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.

Learning Outcomes	ITT Core Content Framework	Teachers' Standards
<ul style="list-style-type: none">• to understand key aspects of primary history in relation to curriculum requirements• Develop understanding of learning theory and pedagogy that underpin effective learning and teaching in history	How Pupils Learn Learn that: Learning involves a lasting change in pupils' capabilities or understanding. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.	2. Promote good progress and outcomes by pupils
	Subject and curriculum Learn that: Secure subject knowledge helps teachers to motivate pupils and teach effectively. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important. Learn how to: Deliver a carefully sequenced and coherent curriculum	3. Demonstrate good subject and curriculum knowledge
	Classroom Practice Learn that: Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. Learn how to: Stimulate pupil thinking and check for understanding	4. Plan and teach well structured lessons



BCU Curriculum Key Themes:

- A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.**
- C. How trainees' knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn (meta-learning) impact on pupils' progress and wellbeing.**
- D. How trainees plan and assess learning to ensure that all pupils make progress.**
- E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.**

Learning Outcomes	ITT Core Content Framework	Teachers' Standards
<ul style="list-style-type: none"> Demonstrate knowledge and understanding of the principles and practices of current curriculum frameworks covering EYFS and Key Stages 1 and 2 Demonstrate appropriate subject knowledge for teaching the core subjects and prime and specific areas of the EYFS Demonstrate an understanding of a range of strategies appropriate to the teaching of the core subjects and prime and specific areas of the EYFS to meet the needs of all learners 	High Expectations Learn how to ... Communicate a belief in the academic potential of all pupils	1. Set high expectations which inspire, motivate and challenge pupils
	How Pupils Learn Learn that... Learning involves a lasting change in pupils' capabilities or understanding	2. Promote good progress and outcomes by pupils
	Subject and curriculum Learn that... Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed Learn how to... Provide tasks that support pupils to learn key ideas securely Help pupils apply knowledge and skills to other contexts, Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems	3. Demonstrate good subject and curriculum knowledge
	Classroom practice: Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	4. Plan and teach well structured lessons

3. BCU Mentor Documentation



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School of Education and Social Work



Effective mentoring is essential to ensure that new teachers are properly supported and that they are engaged with the profession

Lofthouse R. (2019)



School of Education and Social Work

BCU Mentor Handbook 2021/22: Early Years and Primary Partnership

Contents:

[Foreword](#)
[The Status of Mentoring: 2019 policy directives](#)
[Principles of Effective Mentoring in ITE](#)
[Developing Mentoring Skills: the BCU Mentor Tracker](#)
[Preparation Tasks to Support Trainee Teachers](#)
[Assessing the BCU Trainee Teacher](#)
[BCU Support Structures and Documentation](#)
[Weekly Mentor Meeting Routines](#)
[Tips for Developing an Effective ITE Mentoring Relationship](#)
[Reflective Practice: mentoring conversations and effective lesson feedback](#)
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[Challenging a Competent Trainee Teacher](#)
[Interventions to Support Trainee Teachers](#)
[Developing Your Mentoring Skills: the BCU Mentor Tracker](#)

Appendices:

[BCU staff contacts](#)
[Course Specific Assignment Information and Deadlines](#)
[BAQTS and PGDE Modules](#)
[BCU ITE Formative Tracker](#)
[BCU Lesson Observation and Phonics Record Forms](#)



- Outlines key principles of mentoring;
- Tips and guidance of effective mentoring and the mentoring role;
- Generic coaching model as trainees progress;
- BCU ITE Curriculum
- How to give effective feedback;
- Assessing the BCU trainee;
- BCU ITE Formative Assessment Tracker;
- Rapid Improvement Targets;
- Developing your Mentoring Skills;
- Continued Professional Development.





3. BCU Mentor Audit

- 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)



3. BCU Mentor Audit

BCU Mentor Name: Click or tap here to enter text.

Phase: Primary

Partner School

Click or tap here to enter text.

Date

Please return to your BCU University Tutor contact and Anne Whitacre anne.whitacre@bcu.ac.uk

Suggested developmental discussions between a BCU University tutor and a BCU school mentor

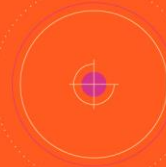


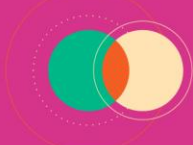

- Have you completed the BCU mentor training?
- How has the tracker helped you to identify your strengths as a mentor?
- Where in your weekly support of your trainee teacher have you been able to draw on these identified strengths to train and support the trainee?
- How do you know that your mentoring conversation has been successful?
- Tell me how you have had an impacted with you trainee recently?
- Where is your trainee doing well within the BCU Core Curriculum Content– how is that being communicated with him/her?
- Where do you think your trainee needs further direction or support– how is that being communicated with him/her?
- Which aspects of the 3Cs (committed, creative, confident) have you observed in your trainee’s practice to date?
- How has the tracker helped you identify further development needs to enhance your role as a mentor?
- Where do you feel inexperienced, or lacking in knowledge, to meet aspects of the Mentor Standards?
- Can we work though some solutions to support your development?
- Can I model some ways to develop that area of your practice within a future collaborative mentor meeting?
- What steps can you make to building your confidence in this identified area between now and my next meeting?
- To what extent is the tracker and this meeting supporting your role as a mentor?



4. Developmental discussion

1. Setting high leverage targets
2. Open ended questions
3. Linking university sessions to SBT
4. Supporting trainee assignments

1. Setting High Leverage Targets

S	Specific	Make your goals specific and narrow for more effective planning.	
M	Measureable	Define what evidence will prove you're making progress and reevaluate when necessary.	
A	Attainable	Make sure you can reasonably accomplish your goal within a certain timeframe.	
R	Relevant	Your goals should align with your values and long-term objectives.	
T	Time-based	Set a realistic, ambitious end-date for task prioritization and motivation.	

Which has the highest leverage?

Select the target that will have the highest impact:

	1	2	3
a.	Identify prior learning at the start of your lesson.	Ensure pupils respond to feedback.	Wait for silence before you give out instructions.
	or	or	or
b	Start every lesson with a multiple-choice quiz re-capping prior learning.	Instruct pupils to write in green pen during whole class feedback.	Make sure all pupils listen to instructions.



Identifying actions in Progress Journals

In the chat bar suggest 3 bullet points for the Progress Journal to make the target very precise:

Instruct pupils to write in green pen during whole class feedback.

-
-
-



D - How to plan and assess learning to ensure that all pupils make progress.

Use cold calling in lessons this week.

Actions to achieve:

- Establish and justify a no hands up rule in all classes.
- Identify learners to target questions to in this week's long lesson plan.
- Ensure a range of learners / different abilities are asked a range of questions

COLD CALLING

1-2-3-4-5



**ASK THE CLASS
THE QUESTION**



GIVE THINKING TIME



**SELECT SOMEONE
TO RESPOND**



**RESPOND TO THE
ANSWERS**



**SELECT ANOTHER
STUDENT AND
RESPOND AGAIN**

2. Using Open Questions in SM meetings



- Useful clip to review if needed after tonight's training (click on the image)



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3. Linking university sessions to SBT

How can Mentors link what has been taught in BCU sessions to the trainees' practice in their School Based Training?

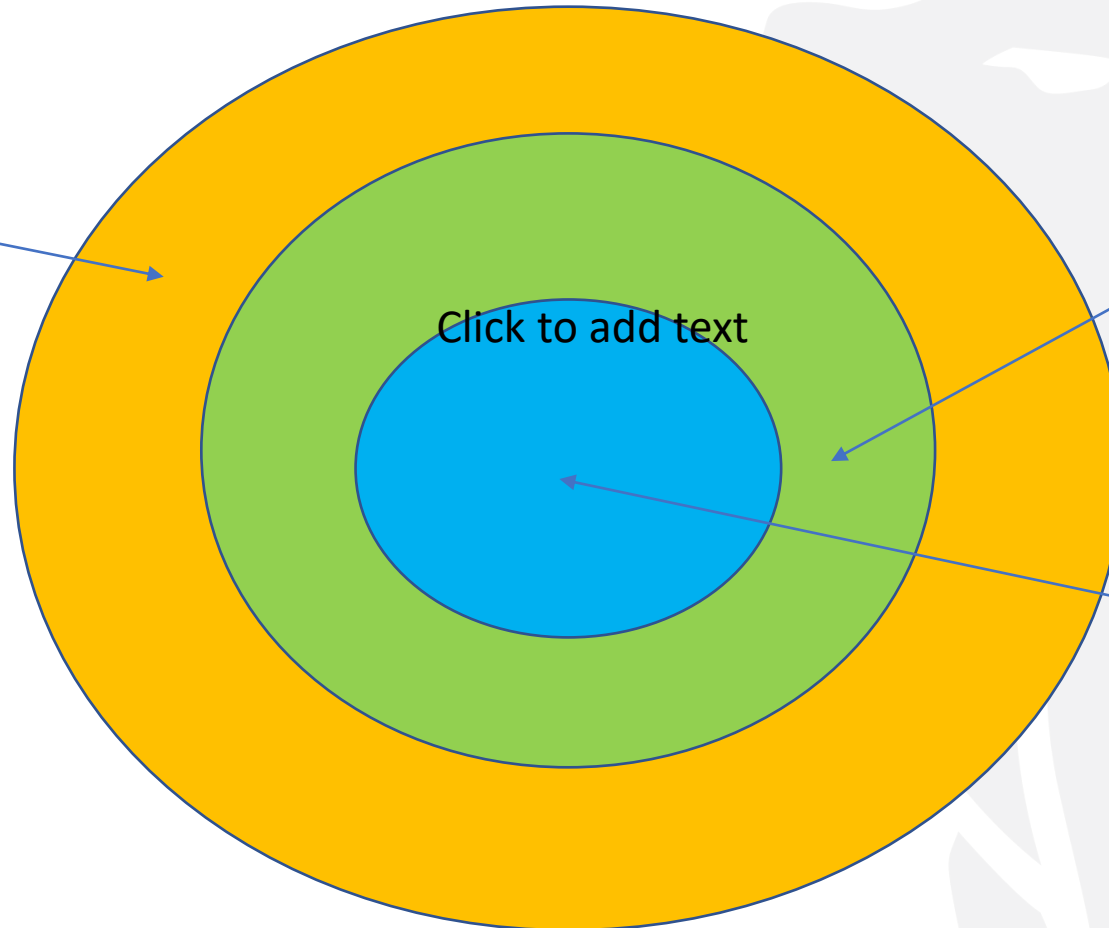


3. Linking university sessions to SBT



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Introductory lecture to whole cohort. Bigger picture, key ideas. Incorporating Learn How To statements from the CCF.



Topic is followed up in subject specific groups to zoom in further. Incorporating Learn How To statements from the CCF.

Zoom in further to explore the topic in specific school and pupil context through Journal tasks, putting the Learn How To into practice by working with expert colleagues, Journal reflections.



3. Linking University sessions to SBT



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- Teaching persons and professional identity
- Managing behaviour
- Safeguarding
- Curriculum
- Lesson planning
- Using assessment to support planning
- Understanding the purpose of assessment
- Phonics development
- Observing practice
- Early maths
- Early reading
- Modelling and scaffolding
- Using Theory
- Metacognition – cognition – self-regulation
- Adaptive Teaching
- SEND
- EAL
- **Challenging the more able**
- Oracy and Literacy
- Group work
- Sex and Relationships Education
- Working with parents and carers





3. Linking university sessions to SBT

Developing your trainee's practice.

Learn how to:

By taking opportunities to practise, receive feedback and improve at providing opportunity for all pupils to experience success, by:

- Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.

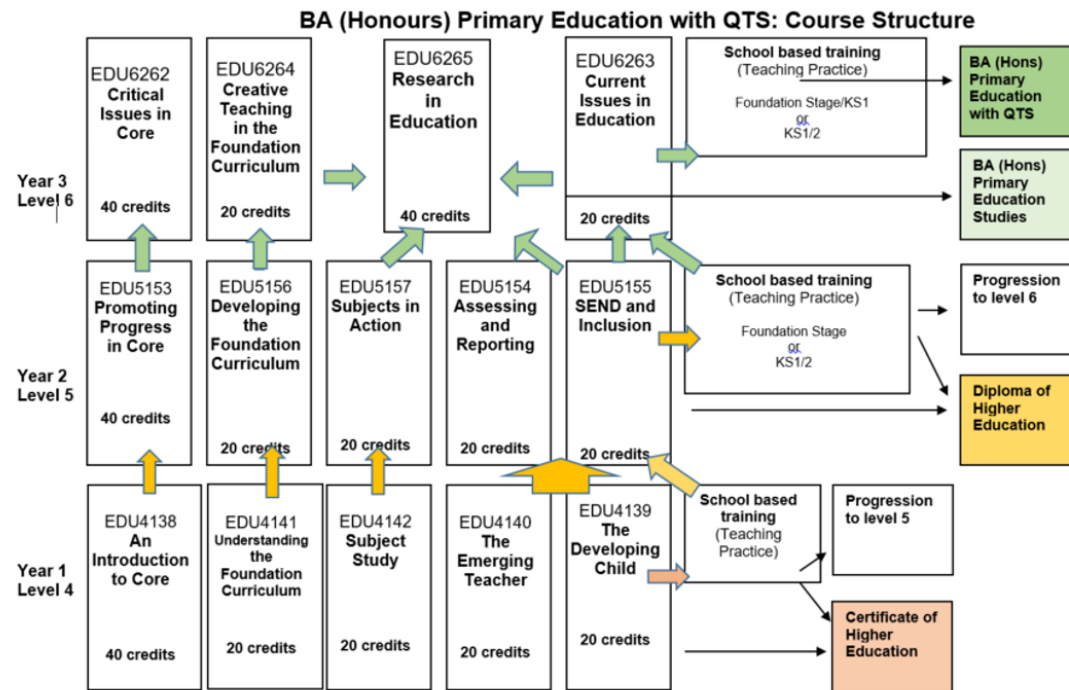
Trainees are at the stage where they are established with their classes and beginning to meet the full range of needs.

Have they identified who the more able pupils are?

How are they planning and teaching to meet the needs of the more able pupils?

- Discussion of strategies in Mentor Meetings
- Further observations of expert colleagues – possibly in another curriculum area then discussion of how approaches may work in trainee's lesson
- Meeting with the person responsible for more able pupil provision across the school
- Pupil focused observation for specific feedback on the progress of identified more able pupils in a lesson.

4. Supporting trainee assignments



Postgraduate Certificate in Education (PGCE) in Primary and Early Years

Level 7 Modules

Code: EDU 7384
Title: Core Curriculum
Credits: 20
Status: Core
Assessment: Coursework/Assignment

Code: EDU 7385
Title: Foundation Curriculum
Credits: 20
Status: Core
Assessment: Coursework/Assignment

Code: EDU7386 / 7387 / 7388 / 7414
Title: Professional Studies and Leadership
Credits: 20
Status: Core
Assessment: Coursework /Presentation

Code: EDU7389
Title: School Based training 1
Credits: 0
Status: Core
Assessment: Placement

Code: EDU 7390
Title: School based training 2
Credits: 0
Status: Core
Assessment: Placement

- Ask the trainee to share their academic work and research focus;
- Trainee to share LOs and Success Criteria;
- Consider your own practice and journey to support ideas;
- Read the relevant Module Overview (BCU Mentor Handbook) to gain an understanding of the purpose and context of the assignment;
- Your experiences are key to support reflective practice;
- Encourage the trainee to observe or have discussions with relevant subject experts/leaders;
- Making the links between practice/pedagogy with their research.



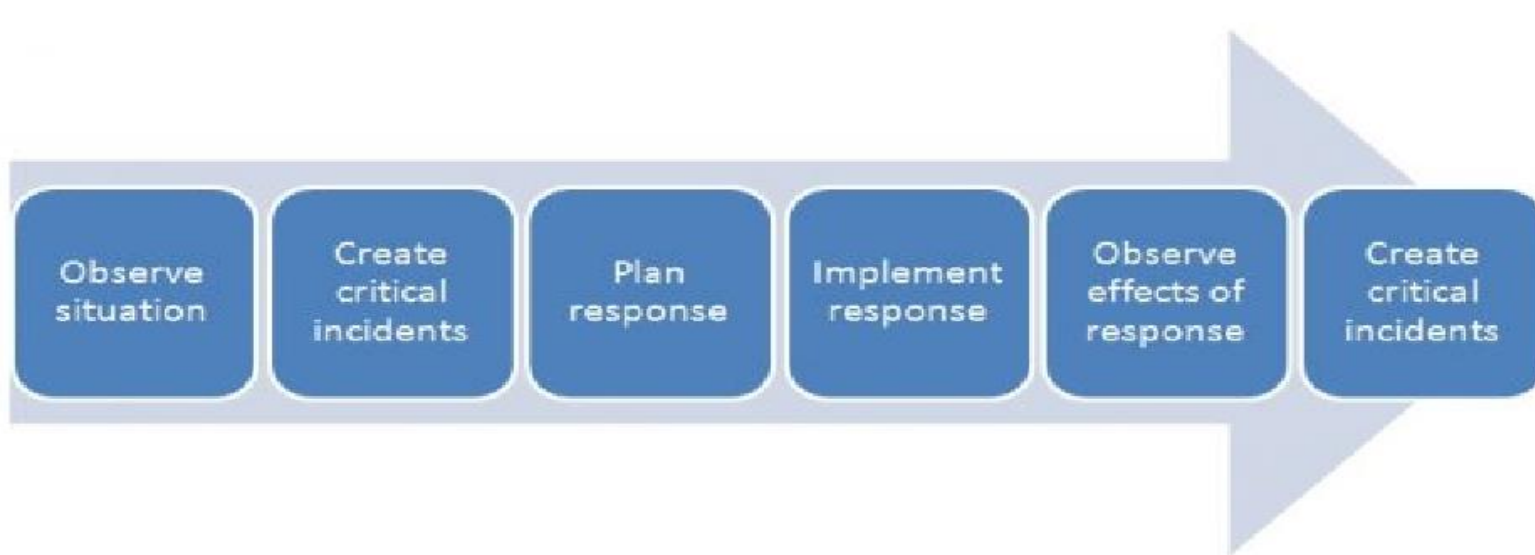
5. Developing a reflective practitioner

- The Critical Incident

The Critical Incident Tripp(1993)



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Often, teachers who are new to the profession struggle to identify situations that should be used for deeper reflections.

Tripp's (1993) approach to learning is via what he considers "critical incidents" that come out of observations of what happens in classrooms.

Reference:

- Tripp, D. (1993). *Critical Incidents in Teaching: Developing Professional Judgement*. London: Routledge.

<https://www.nicole-brown.co.uk/critical-incidents-according-to-tripp/?tag=reflective>

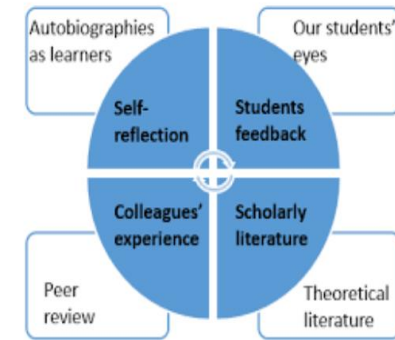


Critical Incident cont'd



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- A critical incident does not need to be a serious or dangerous event; rather “critical” is to be interpreted as **relevant or important**. For example, when your students regularly struggle to get started on their tasks in lessons after lunchtime, then this could be a “critical incident” that would require more in-depth reflections.
- At this stage, literature or peers or the [four lenses according to Brookfield](#) may be very helpful as you would get a clearer picture of what happens and why.
- Analyse the situation, or the reality.
- Plan for a response or a strategy.
- In the above example this could be offering students five minutes of silent reading to help them settle and calm down after having played football during the lunch break.
- Implement this response
- Observe the effects of the response
- Refer back to the first stage of observing the situation and creating critical incidents. (This will happen naturally and automatically)
- A critical incident may relate to a greater number of pupils (whole class or group) or a critical incident could only refer to one particular student.
- With this model, it is important to reflect strategically and systematically on the critical incident in order to be able to plan for an appropriate new strategy and ultimately improve your practice.
- Ideally, therefore, it would be linked to a specific target identified during a conversation in the weekly meeting that would move development forward.



Brookfield's four lenses model (Brookfield 1995, Brookfield 2017)

[Brookfield Reflective Model \(essaywritingserviceuk.co.uk\)](https://www.essaywritingserviceuk.co.uk/brookfield-reflective-model/)



Critical Incident – Review Meeting 1

Date: Click or tap to enter a date.



1. Briefly describe the Critical Incident which stimulated your critical reflection and led to your professional growth at this point in your training.

Click or tap here to enter text.

2. In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention.

Click or tap here to enter text.

☐ 3. What steps did you take to secure the **implementation** of these actions?

Click or tap here to enter text.

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

Click or tap here to enter text.

Click or tap here to enter text.

5. Identify the evidence you will share with your tutor.

Click or tap here to enter text.



Critical Incident – Review Meeting 1

Date: ▼

1. Briefly describe the Critical Incident which stimulated your critical reflection and led to your professional growth at this point in your training.

What happened? What was identified as a key aspect for development? Why would this improve practice?

2. In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention.

What have you read and researched that will support the action you could take? What approach or strategy might you put into practice next time? What might be the impact? How do you know?

3. What steps did you take to secure the **implementation** of these actions?

What did you do?

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

What has been the impact on pupil progress of the new approach or strategy?

How will this impact on your understanding of, and your own personal development against the BCU key themes?

5. Identify the evidence you will share with your tutor.

What evidence can you use to demonstrate the impact your chosen action(s) have had on pupil progress? What evidence can you use to demonstrate that your actions have had an impact on the development of your own practice? What will you do again? ...another time?

Critical Incident - Review Meeting 3 (complete this document before your review meeting and use it as a basis for discussion)

Date:

1. Briefly describe the 'Critical Incident' which stimulated your critical reflection and led to your professional growth at this point in your training.

I have been teaching drawing club since the start of placement after the preliminary weeks. At the start, it was difficult to get the children to think of ideas during the drawing stage of the lesson. This is a new lesson type for myself and the children so I reflected on my lessons to see if there was anything I could adapt to try spark the children's interest and imagination more.

2. In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention.

To assist me I read books written by the creator of Drawing Club to see if there was anything I was not doing that needed to be done in these lessons. Upon reading these books, I understood more about the aims of drawing club which are mark making, making conversation and mathematics. I reflected on my previous lessons and realised I was not modelling this enough for the children. Research has found that scaffolds are integral for teaching and learning as children learn strategies and academic content whilst observing modelling. As this is a new lesson for the children as well, I now understand that without scaffolds, the children need additional scaffolds before the undertake the task independently.

3. What steps did you take to secure the implementation of these actions?

Following this reflection, I decided to implement more scaffolds during the taught session of this lesson. Firstly, I started thinking out loud more. Thinking out loud demonstrates my thought process. This provides the children with the opportunity to observe "expert thinking" that students are not privy to when this scaffold is not implemented. The students can then see the why behind I am doing certain things during the taught session. I also started taking more suggestions from the children during the taught session for my drawing. This style of modelling allows children to rehearse their ideas and models to the other children possible ideas they can use for their work. It also provides additional thinking time for the other students who did not offer any ideas to think what they will do for their work. I also increased the number of ideas I took from the children and ensure I used these in my worked examples. This increased the amount of conversation, also increasing the amount of rehearsal time before the individual practice. I ensured that my worked example contained the 3 m's to ensure that they children reciprocate this in their own work.

4. Identify the impact your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

Pupil Progress	Professional responsibilities
After implementing more modelling tools, I have found that the children are becoming very creative thinkers and are increasing the amount of 3 m's they are using not only during	Following this, I feel I have grown into a more effective early years teacher. This is the first time I have worked with children so young. To begin with, I was giving the children the same

this lesson, but in other aspects of the day. Pupils are now starting to put meaning to their marks (such as "t" for tummy) and are using mainly their own ideas. When I first started teaching this lesson, the children would just copy what was done in the taught session, which I believe is due to them not fully comprehending what I wanted them to achieve in their work due to the lack of models. Now they are coming to the table with their own ideas and are excited to share them with me and their peers. It is wonderful to see how they are progressing, and their work demonstrates this clearly as to how far they have come already.

level of scaffolds and models to the older children I have taught. Now I have a realisation that I need to adapt myself to suit the needs of my class. I will continue to reflect regularly as without this reflection, I do not believe my lesson would be as successful as they are going now. I will also continue to be opened to adapting my practice as this is integral for ensuring I am meeting the needs of my class. It has also made me really think more about the future and how before I get my next class, I will not take preconceived ideas of what to expect as each class I teach will be completely different and will need varying levels of support. Removing these preconceptions will ensure that my students always receive the support they require to succeed as this is my responsibility to do so as a training teacher. Through realising that I was not modelling enough in this lesson, it has also improved my practice in other areas of the school day whether it be play partnering or teaching.

5. Identify the evidence you will share with your tutor.

Children's work (1st week compared to this week)
My worked example |

And...

Mentor Involvement with BCU

- We know this is challenging during Covid restrictions
- Opportunities in Mentor CPD sessions
- Working directly with University Tutors

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

Further development opportunities

- Complete the BCU Mentor Tracker (attached in the chat bar)– this will inform your BCU tutor of ways they can support you further over the year
- Level 7 Module – EDU7362. **Enrollment closes tomorrow and the module launches on 20 January.** This 20-credit module is offered to all BCU Partnership Mentors at no cost. To enrol on the course BCU Partnership mentors can apply directly using this link:
https://mysrs.bcu.ac.uk/urd/sits.urd/run/siw_ipp_login?process=siw_ip_app&code1=CP0710JAN-01D&code2=0003
- Online presentation on effective mentoring from leading academic Prof Rachel Lofthouse (Leeds Beckett University) for participants on the EDU7362 module on 27 January 2022. Recording available

Q&A and Feedback

Please add comments in the chat bar.

Next time

- Ideas and suggestions
- Duplicate dates? Thursday and following Monday?
- CPD 2: Mentoring strategies to support trainee progress

10 February

[Join conversation \(microsoft.com\)](https://microsoft.com)

