# Secondary Strategic Partnership Committee: 24th June 2021 (Brief Summary)

1. Review of Subject Specificity within the BCU ITE Curriculum

Subject Leads discussed opportunities for ongoing Subject Mentor support during the ITE year – with the full transition to the new curriculum and models of assessment this will be key for all partners. There will be termly Mentor CPD and Subject mentor drop-ins identified within the PGCE calendar (all delivered online to facilitate accessibility and flexibility).

Suggestions form Subject Mentor Reps:

* 30-40 minutes on an identified pedagogy discussion, 20 minutes on trainee / PGCE specific Q&A
* Reflection on research used in BCU sessions
* Ongoing CPD around the subject pedagogy being developed with trainees
* Linking BCU subject priorities to school subject curricula
* Coaching / mentoring with practical strategies specific to the subject
* Ways to collate and use data to guide trainees’ planning and adaptive teaching
* Involve mentors in leading drop ins and subject pedagogy sessions at BCU

2. Placement Update 2021/22

Schools have returned Expressions of Interest and it is anticipated that there will be sufficiency in SBT placements – except in Computer science were applications are significantly higher than in recent years.

3. BCU ITE Curriculum Themes reviewed by Kelly Davey Nicklin. The design is on a spiral curriculum model and incorporates module content, partnership input and subject specific content. The assessment materials and Progress Journals are in development, but will form a significant part of Mentor CPD in September. All new materials will be uploaded to the Secondary PGCE Partnership Webpages by September 2021.

4. The core content framework uses the phrase “expert colleagues” and features two core requirements, “learn that” and “learn how”. Feedback from breakout groups was requested on how we can guide, and track training led by mentors in schools. Discussion focused on how Progress Journal redesign could ensure trainees are reflective and are able to track their progress overtime. Other discussion focused on the impact that subject mentor drop-ins can have in messaging elements of training that mentors can lead on.

5. Enhancing adaptive teaching

We are adopting a core expectation that PGCE students should complete four days working with the SENDCo at their school. Feedback from breakout groups identified the need to raise the profile of EAL to reflect regional need. In addition adaptive teaching should examine aspects of challenge for HPAs, pastoral/ well-being needs and diversity. There was discussion of ways to support trainees’ specific learning needs as part of partnership interaction. Also discussion of KS2 and KS5 was also discussed as a requirement to ensure trainees had a full picture of the education landscape.

6. Input from Rebecca Lillington, South Birmingham SCIT director. BCU run subject pedagogy for the SCITT and had input in the recent Ofsted inspection. Rebecca identified the following foci for Ofsted preparation:

* Start the compliance document on day one
* Use feedback to inform curriculum planning
* The trainees need a holistic understanding of their curriculum
* Make more links to subject-specific provision
* Language and terminology: use the language of the new framework

7. Overview of 2021/22 School Based Training operations were reviewed. These are outlined further in the PGCE School Based training Placement Opportunities Pack 2021/22. Having taken the opportunity to reflect on this year’s one-school attachment model, feedback has been positive about schools having a sustained experience with trainees. Next year must include a contrasting school next year; we are opting for an A-B-A model where trainees are based in a home school but go to a second placement between February half term and Easter. Calendars will be shared with school partners in the coming days.

8. Support in delivering Early Career Framework through the BCU Partnership:

BCU are working as a delivery partner with Capita on ECF. Marketing has been circulated to schools and we are in the process of updating websites. Schools are encouraged to sign up with us as their delivery partner and sustain their engagement beyond ITE with BCU. In addition, BCU will continue to offer open ECT drop ins which can support all trainees (not just alumni and those within the Capita framework) – this could support ECT CPD further within your schools and will be developed to complement all ECF Frameworks.

9. Closing remarks (:Thank you to everyone involved in the partnership in this most challenging year. We see ourselves as being part of the support process for schools – thank you for working flexibly with our trainees. We are looking forward to the opportunities presented by our new ITE curriculum across the partnership. Do let us know if you have an area of expertise you wish to share as part of our programme and curriculum?

Thanks, in his absence, to Tom Lingard for being our chair for the last two years – due to his school requirements Tom is stepping down from this role from tonight. Tom has been a great support to the strategic development of the PGCE and we are grateful for his support; we will be appointing a new chair for the next academic year to sustain a school partner voice in our ongoing development.

Dates for 2021/22 SPC meeting TBC.