

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

## Lofthouse R. (2019)

BCU Mentor Handbook 2021/22: BA/ BSc with Secondary QTS

# [**Contents**](#_Foreword_1)(with hyperlinks):

## [Foreword](#_Foreword_1)

## [The Status of Mentoring: 2019 policy directives](#_The_Status_of)

## [Principles of Effective Mentoring in ITE](#_Principles_of_Effective)

## [Developing Mentoring Skills: the BCU Mentor Tracker](#_Developing_Mentoring_Skills:)

## [Preparation Tasks to Support Trainee Teachers](#_Preparation_Tasks_to)

## [Assessing the BCU Trainee Teacher](#_Assessing_the_BCU)

## [BCU Support Structures and Documentation](#_BCU_Support_Structures)

## [Weekly Mentor Meeting Routines](#_Weekly_Mentor_Meeting)

## [Tips for Developing an Effective ITE Mentoring Relationship](#_Tips_for_Developing)

[The Mentoring Role](#_The_Mentoring_Role)

[Moving to a generic coaching model as trainees progress](#_Moving_to_a)

## [Weekly Mentor Meeting Routines](#_Weekly_Mentor_Meeting_1)

## [Tips for Effective Feedback](#_Tips_for_Effective)

# [BCU Support Structures](#_BCU_Support_Structures_1)

## [Assessing the BCU Trainee](#_Assessing_the_BCU_1)

## [Preparation Tasks to Support BCU Trainee Teachers](#_Preparation_Tasks_to_1)

## [Challenging a Competent Trainee Teacher](#_The_Competent_Trainee)

## [Interventions to Support Trainee Teachers](#_Interventions_to_Support)

## [Developing Your Mentoring Skills: the BCU Mentor Tracker](#_Developing_Your_Mentoring)

[Enrolling in the BCU Level 7 Coaching and Mentoring Module](#_Enrolling_in_the)

# Appendices:

## [Course Specific Calendar](#_Course_Specific_Calendar)

## [BCU ITE Tracker](#_BCU_ITE_Curriculum)

## [The Teachers’ Standards](#_The_Teachers’_Standards)

[BCU Lesson Observation Record Form](#_Lesson_Observation_Record)

[Example Lesson Observation Record](#_Example_Lesson_Observation)

## [Critical Incident: Progress Review Meeting Form](#_Learning_Event:_Progress)



# Foreword

Welcome to another year of mentoring and thank you in advance for hosting BCU trainee teachers. If you are new to mentoring within the BCU Partnership – a special welcome!

All Birmingham City QTS courses are structured around the idea of learning from experience, meaning that classroom teaching experience is a crucial source of professional development for trainee teachers.

All trainees complete School Based Training Modules as part of their courses and need to successfully pass these modules in order to progress to QTS. These modules are delivered in partnership with schools and their mentors. The trainee’s BCU tutor quality assures the judgements made within the School Based Training placement, based on evidence aligned to the BCU ITE Curriculum collected during the trainee’s’ practice in that setting. The school mentor’s job is to assist in the trainee’s application of skills and pedagogy during their School Based Training Module, taking on the role as an ethical and professional more knowledgeable other within the trainees’ learning process.

As a mentor, you offer beginning teachers an anchor of support in an often challenging, demanding transition from graduate to classroom teacher. Effective mentoring has a formative influence on the practice of beginning teachers and has a significant impact on the level and depth of learning amongst pupils of early career teachers. Without good mentors the quality of teaching and learning offered by new teachers is demonstrably less effective, new teachers experience more stress and anxiety and may leave the profession - the whole system suffers.

Through our partnership with our expert school mentors, our mission is to ensure trainees are successfully guided to understand the complexity of challenges and rewards within a teaching role – and ultimately to become committed, creative, confident and collaborative teachers. The processes employed throughout all aspects of their training are designed to support their development as research-led, reflective practitioners. This insight into research will help them make sense of their experiences, especially when things don’t go as planned, and can also be the root of self-efficacy as they develop beyond their training year/s and in turn enable them to solve their own problems and dilemmas!

BCU trainees follow a diverse range of ITE provision, in a range of phases, subjects and settings. The purpose of this Mentor Handbook is to outline some core considerations to support your development as an effective mentor and to provide a generic guide to the BCU way of training teachers. We hope you will find it a useful resource as you prepare to host a BCU trainee teacher.

This version has been modified to support mentors working with Undergraduate Secondary trainees.

Thank you in advance for your commitment and support in contributing to the development of new teachers across our region.



Amanda Brougham

BCU Education Strategic Partnership Lead (Secondary)

## High Quality of Mentor Support for the BCU School Partnership

According to Hobson et al (2009) *“[Teacher]* *Mentor preparation programmes are extremely variable in nature and quality, often focusing more on administrative aspects of the role than on developing mentors’ ability to support and facilitate mentees’ professional learning; often they are not compulsory, and are poorly attended*…”

**Here at BCU – across all QTS programmes – we absolutely intended to ensure that our Mentor CPD is of a high quality and will successfully support the professional development of Professional/ lead and class / subject mentors within all of our regional partnership schools.**

Throughout your engagement with BCU ITE programmes you will quickly recognise how highly we value mentors within the partnership and this is reflected in the structured support and training we offer as standard.

In addition to this handbook we provide the following training opportunities:

* Professional / lead mentor briefing packs
* Mandatory termly Mentor CPD Events
* Optional phase / subject mentor drop in events
* Bespoke support during School Based Training through collaboration from BCU tutors
* The opportunity to enrol in a fully funded Level 7 Coaching and Mentoring module
* A Strategic Forum, led by experienced professional mentors within the partnership and with mentor representatives from all phases / subjects who support and develop our programmes.

Engagement in Mentor CPD is a core element in our Partnership Recognition process and Principal Partner Schools are often involved in supporting our Mentor CPD offers.

\*

The BCU Education Team are Delivery Partners for the DfE accredited Capita Early Career Teacher programme and lead further mentor development with expert colleagues partnered with Early Career Teachers in an even wider range of schools.

# The Status of Mentoring: 2019 Policy Directives

In 2019 the DfE published two complementary core documents that will influence ITE over the next decade:

* The Early Career Framework – available here: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf>
* The ITT Core Content Framework – available here: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf>

Both documents were published in response to previous reviews and policy moves to support robust recruitment and retention for beginning teachers in English schools. Their recommendations are rooted in recent educational research; they align to the Teachers’ Standards and identify the knowledge and practices that trainees and early career teachers need to secure to develop their competence, engagement and commitment to the profession of teaching.

At the heart of both documents it is identified that effective mentoring should be provided for all new teachers and that there should be access to high-quality continuing professional development for beginning teachers.

Mentors are identified as being core to the successful training and induction of beginning teachers – in addition to the ITT provider. They take a role in guiding and supporting trainees in addition to securing knowledge and practice for early career teachers.

The two policy documents assert therefore that the role of mentors is crucial in retaining and securing commitment to the profession from beginning teachers. CPD for mentors in schools has never been more important - both internally and externally. We hope to address this need over the next year through your BCU Partnership.

## **Remember therefore - Mentors Matter!**

***A certainty is that when in training or during induction our new teachers need mentors; more experienced colleagues who can provide insight, support, and guidance for those entering the profession.***

*Professor. Rachel Lofthouse (CollectivEd working papers, 2020)*

Lofthouse (ibid) demonstrates the value of mentoring for beginning teachers in collected tweets from trainee teachers which confirmed this statement further:

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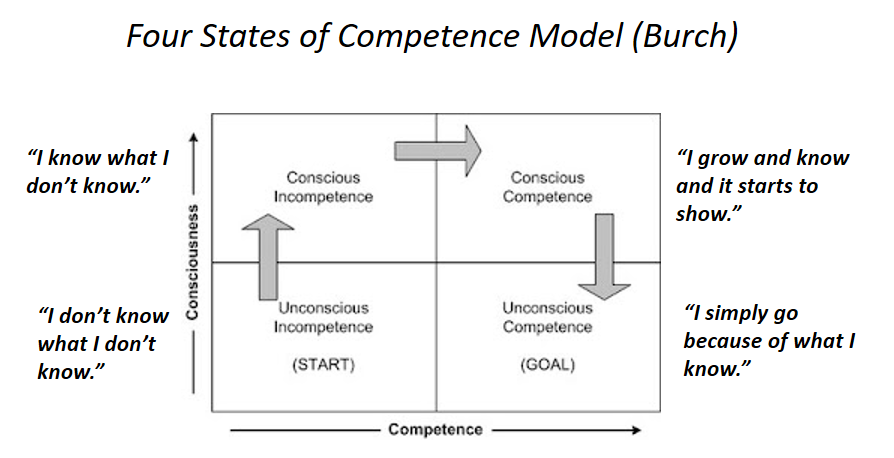
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# The Principles of Effective Mentoring in ITE

**The principal aim of mentoring is to help the trainee teacher function as an effective and pro-active classroom teacher.**

To initiate this process, we need to acknowledge that trainee teachers are learners. They enter their training programme as novices.

When trainees start their courses we reassure them that although we have high professional expectations, we understand that they are training and that even by the end of their training we do not expect them to be ‘the finished article’. Learning to be a teacher takes time – this is why the DfE has introduced the early career framework and 2 year ECT period! We use Burch’s (1970s) Four Stages of Competence Model to explain a trainee’s expected learning journey during their course:



We clarify that they will start this training journey at ‘Unconscious Incompetence’ and that through our partnership with schools they will progress – our expectation is that they will progress to ‘Conscious Competence’ by the time they achieve QTS.

It is clear that most mentors will be working at ‘Unconscious Competence’ - and the challenge for them is to articulate and scaffold their knowledge in a way that will help the trainee teacher to progress. Effective mentors therefore use their knowledge of how people learn as they establish their mentoring relationship. Generic principles for effective mentoring are to:

* Give your mentee the big picture as you guide them through each aspect of their professional development, model practice, provide scaffolds and develop clear structures to guide their practice.
* Furthermore, be prepared to vary approaches to your mentoring to fit the skill you want to address.
* Approach your mentoring relationship both ethically and professionally. Remember that your role is to nurture potential rather than simply judge the performance of a new teacher.
* Finally, provide plenty of time for reflection.

In sum, develop a collaborative and purposeful relationship with your trainee – a mentor who believes that s/he and the trainee have things to learn together is more likely to be able to help the trainee than a mentor who thinks their role is about monitoring, standing back and leaving the trainee to ‘get on with it’.

A useful starting consideration at the start of a beginning teacher mentoring relationship is to identify three distinct stages in the move from novice to expert teacher and a skilled mentor guides their trainee through each stage:

1. **Initial Orientation**: Learning About the School

* How do you learn to plan and teach?
* How do you plan curriculum?
* How do you manage student behaviour?

1. **Improved Professional Practice**

* How do you learn to improve teaching practice?
* What do you do to make it work better?
* How do you reflect
  + For teaching?
  + In teaching?
  + On teaching?

1. **Developing a Professional Learning Community**

* What needs to be done to develop a collaborative community of teachers?

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Figure 1: Alberta Teachers’ Assoc., 2017

# A Model for your Mentoring Practice

Sears (2018: 34) in How to Be a Brilliant Mentor (Wright T. ed) refers to Maslow’s Hierarchy of Needs (see below) as a potential ‘Framework for Mentors’, which supports the development of a collaborative and purposeful mentoring relationship. Within this framework mentors take on an initial role as ‘Inductor’ at the start of a trainee’s experience in school, moving to that of ‘Partner’ as they approach their QTS award. By adopting such a guiding framework, you will move towards a high-quality mentoring relationship, successful outcomes for your trainee, and ultimately successful outcomes in their classrooms.

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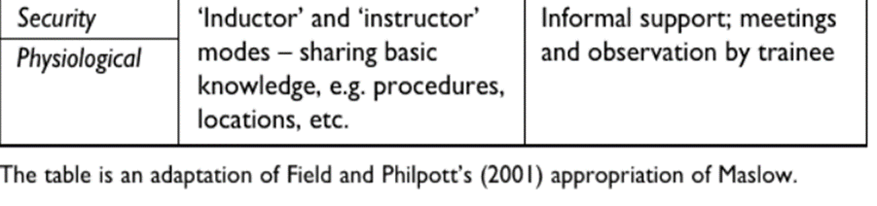


Figure 2: Sears, 2018

What this model identifies is that, in addition to conveying curriculum and pedagogical knowledge - ‘Teacherly Knowledge’ (Schulman, 1987) - successful mentors should identify additional functions in their role. They support their trainee teacher, encourage them, advise them, and befriend them by providing a safe professional space for open dialogue about their role and practice.

# Tips for Developing an Effective ITE Mentoring Relationship

### A few words about the Relevance of Emotional Intelligence

***The best mentors are kind. They do not expect their trainee to be perfect. They tell them it is okay to get things wrong. They allow their trainee to ask them what they should do at the start of their School Experience and are prepared to say it more than once. A good mentor will encourage a trainee to have a go and try new things. They will create a safe space for them to ask questions - until they ‘get it’. As trainees learn to be more in control in the classroom then the relationship can shift from mentoring and guiding to coaching whereby, they can find solutions themselves by talking things through with you. If they are unlucky and have a trainee, they do not get on with they remember to remain professional and keep on being kind. They are the expert teacher and there are things they can teach them.***

*Adapted from Boyne et al (2018) Thrive in Your First 3 Years of Teaching*

There is an emotional dimension to any leadership situation. The key role for a mentor is to support a trainee teacher in a variety of different ways and be sensitive to their emotional needs throughout their mentoring relationship.

Goleman (1996) identifies five key elements of the Emotional Quotient (EQ):

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

These are worth considering as you develop a mentor relationship.

Successful mentors and new teachers develop their skills of mentoring and teaching through an insight into their own emotional intelligence, in addition to an understanding of how learning is affected by emotions. From emotionally supportive mentoring relationships, trainees learn that they:

* need to persist in the face of difficulties
* need to get along with colleagues
* should accept themselves and form professional working relationships – this is easier when their experience of these relationships are warm and positive.

These relationships in turn enable them to grow in autonomy during their training and develop a sense of mastery over their circumstances.

# The Mentoring Role

There are several ways in which mentors can assist trainees at different stages in the learning cycle. Part of the skill of mentoring is in knowing what the most appropriate role is to adopt at a specific moment with a trainee. Here are some examples:

#### GIVING INFORMATION

* There is a lot that can be covered simply by passing on information about the school and department such as policies, procedures, syllabuses, and resources.

#### INSTRUCTING

* If trainees are struggling with a certain aspect of their craft or performance skills, you may help them very directly by saying ‘Try this....’.

#### MODELLING

* They can learn much from having their attention focused on how you (or other teachers) do something such as supervising pupils’ entry into the room, encouraging pupils to give extended verbal responses, scanning the room etc

#### REFLECTING

* The mentoring process is built around feeding back to trainees, information about their classroom performance. Sometimes this can be a very powerful way of changing their actions e.g. by informing them that 75% of their questions were directed to boys, or that they said ‘Er’ seventy times. However, feedback is possibly a rather misleading term – the process should probably be called ‘feedforward’ since the emphasis is really about how to change future practice.

#### ANALYSING

* In mentoring sessions, you may need to help trainees get to the root of an issue or a problem. If for example a trainee is running into continuous problems with individual pupils finishing work well before others, creating the need for extension tasks, it may be necessary to look at the nature of the tasks, the instructions given, the quality of the work produced or even the style of teaching in the process of helping them find a solution.

#### ASSISTING PLANNING

* Sometimes a trainee may be able to pinpoint a weakness that they wish to address, but they cannot find the way forward to changing their teaching. You may be able to help by planning a lesson with them, getting them to explain their intentions systematically, and finding places where you can engineer a change.

#### CHALLENGING

* Once trainees have got their lessons running smoothly, they may get complacent and you may need to “get them off the plateau”. This can be done effectively by: videoing them and asking them to identify strengths and areas for improvement; challenging them to teach in a different style (enquiry‐based learning perhaps?); probing the quality of thinking behind their objectives and planning; getting them to set targets for individual, or groups of, pupils. This is more likely to be the case on the long teaching placement.

#### LISTENING AND TALKING AS A FRIEND

* Learning to teach is not just a technical matter. It is a personal and emotional process. Sometimes trainees’ interests are best served by listening to their thoughts and feelings about teaching, education, schools, or their performance, and responding as a supportive friend.

# Moving to a generic coaching model as trainees progress

**‘Coaching is the facilitation of a reflective conversation to stimulate learning and growth’ and Mentoring is ‘expert facilitation of a learning process for novices that includes modelling and exemplification in order to develop expertise.’**

Weston and Clay (2018)*Unleashing Great Teaching*

As the School Based Training module progresses, and as the trainee becomes more accomplished, the nature of the mentor / trainee relationship may change from mentoring to more of a coaching role. This role allows you to provide challenge, create independence and encourage the trainee to take risks in their practice. To move towards a coaching model:

* The mentoring process should become more directly focused upon the BCU ITE Curriculum Tracking Document. Whilst the early School Based Training tends to focus on beginning to develop an understanding of the trainees’ subject/s or phase and how it is learned, lesson planning and classroom craft skills; increasingly, as trainees progress, there is the need to demonstrate achievement of all of the BCU ITE Curriculum.
* There is an expectation that the trainee will take more responsibility in driving the process as they identify curriculum standards that they have not fully achieved, or areas of practice they have prioritised for improvement in order to demonstrate a good or high level of achievement. At this point mentor roles should start to evolve into a coaching role. In order to challenge the trainee to lead and take responsibility for their development and progress, the Mentor may need to find ways of challenging their thinking.
* Lesson observations may become more focused and structured, rather than general. The trainee should begin to take the lead in choosing the focus for observations and feedback.
* There is a growing emphasis on developing a range of teaching approaches which encourages moving the trainee out of their comfort zone.

As mentors move to a generic coaching role their aim is to establish a continuing forum for discussion, which encourages reflection and self‐evaluation on the part of the trainee, leading to the development of the skills and curriculum standards expected of all newly qualified teachers.

However, the process is still essentially a formative one, concerned with helping the trainee to make progress through critically reflecting on the impact of their teaching experience.

# Instructional Coaching

The Early Career Framework mentor training will introduce you to models of Instructional Coaching.

***‘Instructional Coaches partner teachers to help them incorporate research-Based instructional practices into their teaching’*** Knight J. (2017)

Within an Instructional Coaching session the mentor with ‘teach’ the beginning teacher specific teaching strategies by modelling evidence–informed practice and deconstruction the practice before the beginning teacher implements this in their classroom.

Within instructional coaching models the evidence–informed models are often provided as part of the Instructional Coaching training process.

We envisage that, over time, mentors across the partnership will adopt elements of this training in their mentor interactions with trainee teachers.

# Weekly Mentor Meeting Routines



Support and guidance for your trainee teacher will be ongoing and you may make a point of checking on your trainee teacher’s progress briefly each day – especially at the start of their School Experience.

The mentoring process during each School Experience typically involves mentor and trainee in the regular weekly cycle of planning, observation and review of the trainee's teaching and progress. Your aim is to establish a continuing forum for discussion, which encourages reflection and self‐evaluation on the part of the trainee, leading to the development of the skills, and standards expected of all newly qualified teachers.

## A one-hour, timetabled Mentor meeting per week

Weekly mentor sessions should begin as soon as the trainee joins the placement school – even if they are initially observing rather than teaching. In these early stages, feedback from Subject/ Class Mentors on the early impression made by the trainee can also be very useful in identifying appropriate targets which can be incorporated and reviewed in future mentor meetings.

## BCU Progress Journal:

Trainees are responsible for recording minutes of [weekly mentor meetings[[1]](#footnote-1)](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/secondary-partnerships/documentation) in their online BCU Progress Journals. Progress Journals are a significant and important “active” document and used in mentor meetings as well as BCU Progress / Review Meetings. A Progress Journal’s purpose is to encourage trainees to reflect on all aspects of their progress aligned to the BCU ITE Curriculum and their Subject Priorities and to record weekly targets being set and reviewed by the trainee and their mentor.

Mentoring in this way has the advantage of encouraging trainees to reflect on their teaching and offer their own evaluation of lessons to formulate future development targets and strategies. It is very important that trainees develop the habit of analysing their teaching so that they understand the factors that influence it. At the same time it encourages a collaborative relationship between trainee and mentor by allowing mutual agreement on target setting. Mentors should regularly address subject specific curriculum and pedagogical knowledge as a part of their mentor meetings.

Trainees will also assume responsibility for collecting relevant evidence to support Progress / Reviews Meetings with their BCU tutors which identify ways in which they are meeting BCU ITE Curriculum.

All trainees are directed in how to use their Progress Journal at the start of the QTS course. You can also access a copy of this year’s Progress Journal on the BCU Secondary UG Partnership Website. All trainees are required to interact with their Progress Journal conscientiously and **we recommend that they be provided with an hour of protected time to do so during School Based Training**.

The Progress Journal will be stored in the trainee teachers’ BCU One Drive, with shared for their professional mentor, subject mentor and BCU Tutor. In sum a Progress Journal contains:

* General information (e.g. curriculum info.; BCU ITE Curriculum, and: end of Placement reflections)
* Journal Tasks (there are 12 of these)
* BCU ITE Curriculum Tracker and Progress / Review Meeting Agendas
* Weekly Reflections and Targets Pages
* Subject Pedagogy Critical Reflections (to be composed after BCU Subject sessions)

The two highlighted sections are those which mentors will be most involved in – verifying evidence, reviewing reflections and jointly setting weekly targets to support the trainee’s ongoing development. Trainees will review progress with at designated points during the year and prepare for a [Learning Event: Progress Review Meeting](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/secondary-partnerships/documentation)[[2]](#footnote-2) conversation with their BCU Tutor. You should review the structure and content with the trainee before these meetings and will ensure that their BCU ITE Tracker is up to date and highlighted formative assessments accurately reflect your ongoing discussions in weekly mentor meetings and align with ongoing targets.

## Lesson plans:

Trainees will have been taken through ways to plan lessons as part of the BCU Professional Studies Module. They understand that ALL lessons must be planned and will have been supported with appropriate pedagogical approaches relevant to their subject by their BCU Tutors. Trainees should be given access to the Departmental Schemes of Learning and any existing resources to assist their planning, any core lessons are expected to be adapted to meet the needs of the learners in their class.

Reviews of lesson planning will be a core element of mentor meetings, specifically the lessons which are to be formally observed.

Trainees are expected to complete a detailed BCU lesson plan for formal observations and these should be made available to you before the lesson. The trainee is also instructed to evaluate these lessons and include them as evidence in their One Drive folders.

Copies of the BCU lesson planning templates can be found under the relevant Phase tabs on our UG Partnership Webpages [here.](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/undergraduate-partnerships/ba-bsc-with-qts)

## Lesson Observations

You should aim for two observations of teaching per week to sustain progress and engagement for the trainee. An observation should be between 20 minutes and 60 minutes in duration. Feedback should be provided verbally within 48 hours of the lesson and written feedback using the [BCU Learning Observation Record[[3]](#footnote-3)](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/secondary-partnerships/documentation) in time for the next scheduled mentor meeting.

Lesson observation records are provided on the Secondary UG Partnership Webpages. They are formative records and should not be used to provide any form of graded feedback to trainees. **Mentors are asked to download and use the most recent copy of these forms to ensure consistency across the partnership.**

Within the observation form mentors are not required to compose a detailed narrative of the lesson. They are guided to identify a small number of aspects of the BCU ITE Curriculum to focus on and they should then identify aspects of the trainee’s actions, its impact on learner outcomes and link this observation to the BCU ITE Curriculum identified and / or additional element of the BCU ITE Curriculum.

When providing feedback, aim to encourage trainees to reflect upon and evaluate their teaching, and engage in the process of action planning/target setting with respect to the development of their teaching skills. Your account of the lesson, together with the trainee's response, is central to this process. A fundamental principle of the course is that the trainees learn from experience, and if they do not develop the ability to analyse and critically reflect on their teaching, they will not make best use of their classroom experiences.

## Marking and assessment practices

Assessment strategies are often unique and specific to the placement school and even at GCSE or A Level there are subtle assessment differences. This is one element of a trainee’s professional development that cannot be fully covered in BCU taught sessions **– we rely heavily on mentors across the partnership to successfully demonstrate and embed the knowledge and understanding of marking and assessment practices into the trainee’s practice.**

A suggested way to scaffold learning around your school’s assessment practices:

* Within the first couple of weeks of School Experience, ask the trainee to review samples of pupils’ work with you. Verbally deconstruct ways in which pupils address the Learning Objective within a lesson through tasks, guide them to see how planning clear success criteria can guide the marking and assessment process.
* Then in subsequent mentor meetings you could firstly model ways to mark pupils’ work, articulating your thought process as you mark, then ask the trainee to practice the process in the same way – marking and articulating their process.
* From this point trainees could start to share some marking of pupils’ books with you and you could peer review each other’s marking.
* Later in the term you could look at summative assessments or statutory mark-schemes. You could guide the trainee in identifying features of certain grade boundaries and again start to practice ways to implement this process with them.
* As the trainee’s confidence with marking increases you can start to guide their expectations of what a qualified teacher’s marking load looks like – but do not assume that they can complete the same marking load as an experienced teacher during their training year. Remember also that in addition to School Experience trainees are also completing academic tasks for their university course.

## Workload management

Teaching is hard. We know that many trainees will struggle to manage workload, so please routinely check on how they are managing their time. Good advice may include supporting them to develop routines for planning and marking that make the best use of time before and after school in addition to tasks they can complete during PPA time. Within such workload plans ensure that they have included time for self-care, including non-teaching routines such as playing sport of other social activities.

## Observations of other practice

Ensure that trainees get to see as much **expert teaching** as they can during their School Based Training. Initially observations will be of you teaching as a key model of practice. However, think beyond your own classroom as much as possible and direct your trainee to use observations to address identified development targets. This will ensure that observations are specifically focussed – e.g. ways to teach a topic, led by a subject expert, or specific behaviour or assessment strategies led by experts across the school. Discussion of an observation could be a very productive conversation to guide further development and collate evidence of ways the trainee is meeting very specific targets.

# Tips for Effective Feedback

The aim of feedback is to get the trainees to talk about, and evaluate, their teaching. Try and use lesson observation notes to focus discussion, but this is not always easy! Some of you may be more experienced than others in conducting this type of discussion because of mentor, coaching and appraisal training. The process should enable the trainee to identify the main strengths of the lesson and evidence of progress in professional development, also areas for further progress. A set of words which sum up this process might be:

**“What?” – “So What?” – “Now What?’**

It is important to avoid playing "Guess what I am thinking?” to be open‐minded about alternative points of view, and sensitive to the trainee's inexperience. The trainee's own account of the lesson should give you valuable insights into the thinking behind the lesson and the thinking that informed their actions as it unfolded. It is important that you allow enough space to the trainee to bring this out in the session. Although you may see things that you think are weak, you need to get an insight into why things occurred. Without this insight it can be hard to initiate change. You want to avoid the trainee becoming too defensive. It is also worth noting that some characteristics are rooted in personality, which we cannot change easily.

## Ways to initiate a debrief conversation

You may wish to open by giving them some confidence by saying that you liked the lesson (if you did). Be careful about saying good things if you think the trainee has such serious shortcomings that they may not make a satisfactory teacher. Possible openings:

* What do you feel were the successes of the lesson?
* You have written here that you wanted to use their knowledge of the topic ‐ can you tell me how you planned to do that?
* You are very critical of the lesson start, what bothered you and why do think that it happened?

## Share your knowledge

One of the purposes of the session may be to make your knowledge of teaching available. They should not be trying to copy you slavishly ‐ to become a clone! However, there may be aspects of your teaching skills that you can describe, explain, or offer to model for them ‐ so that they can consciously incorporate those into their own teaching. This might include, for example, strategies for gaining whole class attention, extending activities for higher attaining pupils, managing resources in the classroom etc.

## Defensive trainees

You may find that the trainee seems to have been in an altogether different lesson, in which case your approach will have to be modified. The trainee may give the impression that s/he feels that everything was okay, or that any problems were down to the pupils, the Department, the School, the NC, the weather, etc!

It would be appropriate here to focus on an incident or event and probe. ***"I want to talk about the moment when you........."*** It may be necessary to make the trainee feel a little uncomfortable. It may be necessary to bring up a small piece of evidence ***"Were you aware that you only asked questions of the pupils in the front two rows?"*** or ***"Did you realise that the pupils had probably never come across that term before?"*** Thankfully, many trainees will not need these issues so heavily signposted.

## Concluding a feedback conversation

It is hoped that a conclusion to lesson feedback can be framed in terms of evidence of progress in professional development terms and areas for further progress. It is important to set aside time at the end of your session to do this and signpost the trainee’s progress and development needs. Areas for further progress will be translated into no more than three SMART targets.

It is anticipated that target setting will take place on a weekly basis and will draw on feedback from lesson observations.

# Assessing the BCU Trainee

**The BCU ITE Curriculum** has six principles which underpin the content of all our ITE courses. These principles are used by mentors and BCU tutors in progress review meetings to formatively asses a trainee’s strengths and areas for development. The six foci within this core curriculum are:

1. **The use of critical enquiry and research informed practice to develop an understanding of effective teaching and learning**
2. **Knowledge of ways in which classroom practice establishes effective behaviour management strategies through the use of high expectations and an awareness of pupil wellbeing**
3. **A secure knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and how this impacts on pupils’ progress and well-being**
4. **Methods to plan and assess learning to ensure that all pupils make progress**
5. **The implementation of effective adaptive teaching approaches to support all learners, including SEND and EAL learners**
6. **The development of professional behaviours and ways for trainees to contribute effectively to the wider life of the school.**

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| **Tracking Document: BCU ITE Curriculum, ITT Core Content Framework & Teachers’ Standards:**  *Trainees are no longer assessed against the Teachers’ Standards during the training year. The Teachers’ Standards are used summatively to assess trainees at the end of the course for their award of QTS. The Core Content Framework is not an assessment framework; rather, trainees’ progress is measured against the providers curriculum. The information below explains how the BCU ITE Curriculum, ITT Core Content Framework and the Teachers’ Standards are mapped against each other.* | |
| **Teachers’ Standards – used to summatively assess trainees at the end of the course for the award of QTS** | **BCU ITE Curriculum Themes and ITT Core Content Framework** |
| **PREAMBLE:** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. *It’s important to see the Teachers’ Standards through the lens of the impact they have on pupil progress.* | **The BCU ITE Curriculum Key Themes** will signpost the complex and interconnected learning route through a coherent teacher education programme.  **The ITT Core Content Framework** has been designed to support trainee development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. It is presented in 8 sections: High Expectations; Managing Behaviour; How Pupils Learn; Classroom Practice; Adaptive Teaching; Curriculum; Assessment; Professional Behaviours. |
| **Standard 1: Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | **BCU ITE Curriculum Key Theme B**  Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.  **ITT Core Content Framework**  High Expectations and Managing Behaviour |
| **Standard 2: Promote good progress and outcomes by pupil be accountable for pupils’ attainment, progress and outcomes**   * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. | **BCU ITE Curriculum Key Theme C**  Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.  **ITT Core Content Framework**  How Pupils Learn  Classroom Practice and Adaptive teaching |
| **Standard 3: Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | **BCU ITE Curriculum Key Theme C**  Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.  **BCU ITE Curriculum Key Theme E** Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)  **ITT Core Content Framework**  How Pupils Learn  Curriculum |
| **Standard 4: Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | **BCU ITE Curriculum Key Theme D**  Trainees plan and assess learning to ensure that all pupils make progress.  **ITT Core Content Framework**  Classroom Practice and Adaptive Teaching  Assessment |
| **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | **BCU ITE Curriculum Key Theme E**  Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners)  **ITT Core Content Framework**  How Pupils Learn  Classroom Practice and Adaptive Teaching |
| **Standard 6: Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | **BCU ITE Curriculum Key Theme D**  Trainees plan and assess learning to ensure that all pupils make progress  **ITT Core Content Framework**  Assessment  Curriculum |
| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | **BCU ITE Curriculum Key Theme B**  Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing**.**  **ITT Core Content Framework**  High Expectations and Managing Behaviour |
| **Standard 8: Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. | **BCU ITE Curriculum Key Theme A**  Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.  **BCU ITE Curriculum Key Theme F**  Trainee develops professional behaviours and contributes effectively to the wider life of the school.  **ITT Core Content Framework**  Professional Behaviours |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: * treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | **BCU ITE Curriculum Key Theme A**  Trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning  **BCU ITE Curriculum Key Theme F**  Trainee develops professional behaviours and contributes effectively to the wider life of the school.  **ITT Core Content Framework**  Professional Behaviours |

## **Assessing Trainees: important considerations**

1. *A partnerships ITE curriculum sets out the aims of a teacher programme. It also sets out the structure for those aims to be implemented, including the knowledge, skills and behaviours to be gained at each stage.* (‘Initial teacher education inspection framework and handbook’, 2020, Paragraph 34)
2. Great teachers continuously improve over time, benefiting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching (ITT Core Content Framework, 2019: 3)
3. When assessing the quality of secondary trainees’ teaching over time, reference will be made to the ***BCU ITE Core Curriculum****.* The descriptors should be used to:

* track progress against the BCU ITE Core Curriculum throughout the training year;
* determine areas for additional development;
* identify strengths which indicate excellent practice;
* enable the identification of aspects of, for example, outstanding practice for ‘Embedding’ trainees and good practice for trainees with ‘Establishing’ in order to show that they are exceeding the minimum in aspects of the BCU ITE Core Curriculum.

1. Trainees’ teaching over time should be assessed in relation to:

* the impact they have on the progress and learning over time of the pupils for which they are responsible;
* the context and content of their teaching, over sequences of lessons.

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils’ responses in lessons and in their work books, the quality and impact of trainees’ marking and feedback, trainees’ assessment and planning records and evidence of their own and their pupils’ progress and learning over time.

1. ‘The [Teachers’] standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees [at the end of their training year] against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.’ (‘Teachers’ Standards’, Paragraph 6) The Teachers’ Standards have been mapped to the BCU ITE Assessment tracker so trainees judged to have met all of the statements within the Establishing column will have been judged to be eligible for the award of QTS.

## **BCU ITE Formative Assessment Tracker**

The BCU ITE Formative Assessment ‘Tracker’ provides descriptors in line with trainee behaviours consistent with the ITT Core Content Framework. The descriptors are designed to be used formatively, so that you and your mentor can agree on the progress that you are making against the BCU ITE Core Curriculum each week.

At review and progress stages during the training year, your mentor and BCU tutor will review evidence that you discuss in order to demonstrate your progress in relation to the BCU ITE Core Curriculum. At designated points in the PGCE calendar, your mentor will complete a:

* Formative review document
* Progress review document

At Review and Progress meetings with your BCU tutor, you will discuss a ‘critical incident’, outlining ‘intent’, ‘implementation’ and ‘impact’ of the experience, articulating your learning and progress via a professional conversation.

**Underline, electronically, applicable statements during weekly meetings with subject mentors.**

**In preparation for Review Meetings and in collaboration with your Subject Mentor, highlight in YELLOW all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement to date.**

**In preparation for Progress Meetings and in collaboration with your Subject Mentor, highlight in GREEN all applicable descriptors and use these to reflect a ‘Best Fit’ judgement of your achievement to date.**

**Review Meetings:**

**Review Meeting 1** - Trainees who are on track to be awarded QTS will be demonstrating their competence in most of the BCU Curriculum Key Themes at the Exploring level.

If the trainee is not able to demonstrate their competence in one or more of the BCU Curriculum Key Themes at Exploring level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Review Meeting 2** – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring Level with elements of Establishing.

If the trainee has not achieved any BCU Curriculum Key Themes in the Establishing Level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Review Meeting 3** – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Establishing Level.

If trainees do not demonstrate competence in all standards at the Exploring Level and 75%/+ in the Establishing Level their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Progress Meetings:**

**Progress Meeting 1** - Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring level with elements of Establishing.

If the trainee is not able to demonstrate their competence in all areas of the BCU Curriculum Key Themes at Exploring level and/or is not fully engaged or responding to advice and feedback their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Progress Meeting 2** – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Exploring Level and 50%/+ in the Establishing Level.

If trainees do not demonstrate competence in all standards at the Exploring Level and 50%/+ in the Establishing Level their progress is judged as requiring improvement. Please identify targets and strategies for improvement with the trainee and complete the RAPID IMPROVEMENT TARGETS form.

**Progress Meeting 3** – Trainees who are on track to be awarded QTS will be demonstrating their competence in all of the BCU Curriculum Key Themes at the Establishing Level. Trainees in the Embedding levels can be deemed to have made very good progress in readiness for their ECT year.

Lesson Observation Records:

A core method mentors will use for providing trainee teachers with formative feedback is through lesson observations.

* We expect each trainee to be observed formally twice a week during their School Based Training.
* Observations are not graded- they are formative and designed to support a professional conversation in weekly mentor meetings
* These observations should be stored in the trainee’s shared One Drive so they can be accessed in preparation for Progress / Review Meetings.

Key dates for Review and Progress meetings are:

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| --- | --- |
| Year / Phase 1 | |
| Review meeting (formative) | Friday 31 January 2022 |
| Progress meeting (summative) | Friday 6 May 2022 |
| Year / Phase 2 | |
| Review meeting (formative) | Friday 10th June 2022 |
| Progress meeting (summative) | Friday 8th July |
| Year / Phase 3 | |
| Review meeting (formative) | Friday 27th May 2022 |
| Progress meeting (summative) | Friday 8th July 2022 |

# Preparation Tasks to Support BCU Trainee Teachers

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## Information from BCU

BCU ensures that all trainees have undertaken specific Risk Assessments related to their course and School Based Training placements. If any information relevant to your trainee is identified, the trainee’s BCU tutor will notify the lead / professional mentor and/ or the subject or class mentor so that all adjustments and provisions to ensure the trainee teacher’s needs are planned for and accommodated during their School Based Training.

**We also undertake safeguarding checks and each trainee is issued with a letter from the university verifying that all necessary checks have been undertaken prior to the trainee being allocated a School Based Training placement.**

## Information from your trainee teacher:

When trainee teachers are informed of their placement school, they are asked to compose a Pen Portrait, which is then shared with their school mentor and their BCU tutor. This document will serve as an introduction to the trainees both before they started their ITE course at BCU and during it – in effect it becomes a working CV as they move towards QTS.

Pen Portraits will include a current photo of the trainee, their specialism within their QTS course, where relevant their previous HEI qualifications. The Pen Portrait will also track their strengths, areas for development and any specific support requirements.

Pen Portraits are emailed to mentors at least 2 weeks before school experience begins.

On their first day of School Experience your trainee will share with you their safeguarding letter from BCU, their BCU ID badge and their DBS certificate.

## Flexibility for School Based Training during 2021/22:

To mitigate against any Covid-19 disruptions School Direct and Core UG trainees will be attached to a home school. If there are further Covid restrictions we will adapt School Based Training arrangements in a similar fashion to the previous academic year and will not undertake any extended second period of School Experience.

What this would mean is that during the academic year the trainees will undertake two Assessment Phases. During Assessment Phase 1 trainees will build to 7 full hours of teaching a week. During Phase 2 trainees will build to 14 hours of teaching a week.

If circumstances, such as any future lockdown or Covid related illness prevents these hours being achieved, your trainee’s BCU tutor will happily discuss more flexible arrangements in order to meet create opportunities for your trainee to demonstrate their progress.

## Initial information to support your trainee:

Once the trainee teacher has shared their Pen portrait and their email address, it is useful if the lead mentor in school could send the following documents over email for the trainee teacher to read before they start School Experience:

* Their timetable
* The setting’s Safeguarding Policy
* The setting’s Behaviour Policy
* The setting’s Teaching and Learning Policy
* The setting’s Assessment Policy

They will then have time to reflect on strategies they need to observe and adopt when they begin their teaching in your setting.

In addition, the class teacher or subject mentor should send:

* Current Schemes of Learning relevant to the classes they will be teaching.

## At the start of the School Experience:

Time should be made over the first few days for the trainee teacher to:

* Observe you teaching, and other relevant members of your phase or the subject team
* Meet their class/es
* *For secondary* meet their form teacher and form group
* Review class data – specifically identifying progress data and adaptive teaching needs for their learners
* Review the school safeguarding procedures and identify the DSLs within the setting
* Review learners’ books and establish prior learning to inform their future planning
* Meet with the SENDCo to review specific strategies and adaptations to support learners in their designated classes.

## Preparing to teach:

Trainees will be very keen to start their practice. So generally after a couple of days assimilating to your setting they should be tasked with planning and delivering short learning episodes for their classes – such as a starter or a plenary. Obviously, they can then quickly build up to teaching longer episodes and within the 2nd or third week start teaching full lessons. In order to introduce your teacher to their practice you should complete the following tasks:

* Ask the trainee to complete a lesson plan based on a lesson they have observed and discuss this in your mentor meeting. This will give you an insight into their understanding of pedagogies such as dual planning (i.e. planning what the learners do and what the teacher does within a lesson).
* Ask the trainee to plan and introduce a resource to use within a lesson.
* Jointly plan and deliver a lesson, modelling for the trainee an effective planning process in practice. Start the planning from the Scheme of Learning and demonstrate ways in which you adapt or develop content to meet the needs of the learners. *Planning will have been taught during BCU sessions, so it would be good to ask what they already know as a starting point, so you can see the process they have practiced and the template they are familiar with from their experience to date.*

Once you feel the trainee is ready to start teaching please reinforce that they should share with you their lesson plan at least 48 hours before it is delivered – this will then give you time to review their ideas and make suggestions to support their delivery and the impact on learners’ progress.

**You should be present in all the trainee’s lessons and available to support if needed.**

**Please ensure that at least 2 lessons a week are formally observed with formal verbal and written feedback.** *Guidance on feedback strategies and lesson observation formats are covered later in this document*.

# BCU Support Structures

As previously stated, the relationship between our schools, their mentors and the university are firmly rooted in a genuine and collaborative partnership model. We pride ourselves in making our processes as simple, transparent and accessible as possible to minimise the workload for all parties involved in our ITE partnerships**. If at any point at all you feel unclear about aspects of your role within the partnership please do not hesitate to contact your trainee’s BCU tutor for guidance and support.**

## Tutor visits:

During School Experience, BCU trainee teachers would normally be visited in school by a BCU tutor. Each trainee would receive up to four visits from their link tutor over the two School Experience Assessment Phases. On secondary courses all visits will be made by a subject specific tutor. For primary visits would be made by the trainee’s Professional Development Tutor.

**In the event of Covid restrictions the BCU tutor will replace each scheduled visit with:**

* An online professional dialogue with the school mentor, reviewing the trainee’s progress in addition to supporting the mentor’s professional development
* An online professional dialogue with the trainee
* Access to the trainee’s One Drive folder which is used to store all evidence of progress during School Experience
* Remotely join a mentor meeting to support the BCU review processes

Contact with the BCU tutor will mainly have a subject pedagogy/subject knowledge focus and will include reviews of internal lesson observations. Every effort will be made to give adequate advance notice of the University visit, and in all but exceptional circumstances at least 24 hours’ notice should be given to the student, his/her Subject / Class Mentor and the school or college’s Lead Mentor.

# The Competent Trainee

All BCU trainees undergo a rigorous selection process and we are delighted to report that a significant number of our trainees exceed our expectations. In fact one of our alumni was awarded the [TES New Teachers’ Award in 2019.](https://www.tes.com/news/tes-awards-new-teacher-year-award-winner)

The role of a mentor who finds herself with a trainee who quickly establishes their competence in the classroom needs a slightly different approach. In How to be a Brilliant Mentor (Wright, 2018) Lawson and Whitehouse identify the following strategies as tools to ‘support trainees to achieve the highest levels of teaching by taking risks, not only to make teaching interesting, but also to ‘grab the moment. And be confident to adapt teaching within a lesson to engage pupils fully, maximise progress and achievement.’ (p.93).

* Create a safe culture in mentor meetings which allows the trainee to take risks
* Model risk taking in your own practice and reflect on its impact with the trainee
* Allow the trainee to lead critical reflection and target setting in mentor meetings more
* Encourage the trainee to explore areas of practice they are not confident with – e.g. use of new technology or stepping back and expecting pupils to become leaders in their own learning
* Allow the trainee to make mistakes and explore with them afterwards the skills and aptitudes they would need to make things better
* Challenge the trainee to justify decisions s/he makes within her planning and critically reflect on the impact of pedagogies that are shaping their practice
* Challenge the trainee to accelerate learner progress further – enabling them to explore different ways to stretch and challenge in their teaching
* Encourage the trainee to enquire into curriculum areas and observe different practitioners, bringing elements of what they have seen into their own practice

Further support on ways in which you can let your trainee fly can also be discussed with your trainee’s BCU tutor of course.

# Interventions to Support Struggling Trainee Teachers

In a small minority of cases, some trainees may make insufficient progress in relation to one of more of the CCF ITT Teachers’ Standards. Insufficient progress is judged, against the progress descriptors for each of the ITE Curriculum Themes on the BCU ITE Progress Tracker and could mean that the level of current attainment puts the final recommendation for QTS in doubt.

Where problems do arise, either in relation to any element of the BCU ITE Curriculum, it is vital that the school records them, so that it is clear e.g. when the trainee was absent or late, which lessons were not planned according to previous targets set by the mentor etc. It is also important that the trainee’s BCU tutor be notified.

Generally our expectation is that all elements of the Teachers’ Standards Part One would be met at *Establishing* level by the end of Assessment Phase 1.

Equally, in a small minority of cases, some trainees may make insufficient progress in relation Part Two of the Teachers’ Standards. Incidents might include:

* Attendance/Punctuality ‐ unexplained or unreasonable absence, persistent lateness.
* Preparation ‐ habitual lack of proper planning, care or thoroughness.
* Commitment ‐ unwillingness to attend meetings/ open evenings.
* Ability to Listen to Advice ‐ failure to act upon reasonable advice and guidance.
* Professional Relationships with Staff/Pupils ‐ this includes issues of professional conduct.
* Lack Of Critical Self‐Awareness ‐ the trainee fails to recognise problems, does not take advice and blames pupils or school for difficulties.
* Failure to Abide by the University Professional Code of Conduct ‐ this refers to a document signed by all trainees at the start of the UG year.

If the mentor feels that the trainee is struggling to work within the requirements of elements of practice they should contact the trainee’s BCU tutor for advice and support.

## Rapid Improvement Targets

From experience, Rapid Improvement Targets can provide the trainee with the best chance of making sufficient progress quickly. Rapid Improvement Targets will outline the concerns, set targets, identify intervention strategies, training needs, support strategies and agree review points. It is an intervention strategy and will result in an agreed increase in school and university support and monitoring to ensure the trainee has an opportunity to address the targets requiring immediate action.

Rapid Improvement Targets will be issued when:

* A trainee does not make the expected progress;
* A trainee struggles professionally or personally to meet the BCU ITE Curriculum
* A trainee fails to demonstrate high standards of personal and professional conduct (Part Two: Personal and Professional Conduct).

Rapid Improvement Targets can be raised at any stage of the programme and:

* Can relate to a trainee’s engagement with and attendance at the taught elements of the programme;
* Can relate to specific aspects of the trainee’s teaching and be characterised by a lack of expected progress by the pupils
* Will be identified against the BCU ITE Curriculum referencing the grade descriptors.

Rapid Improvement Targets may also be raised if:

* A trainee’s teaching, for any reason, is not developing as expected; for example, if a trainee ‘plateaus’ and there is no evidence of further progress or development in the quality of their teaching;
* A trainee has not received the necessary support from the placement school at which point the university will intervene and offer additional support.

## **Rapid Improvement Target Process on Placement**

This is can be a methodical 6 staged process – we have included ta step by step guide to the process within the appendices for your reference.

The RIT form is available on the [Partnership Webpages.](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/undergraduate-partnerships/ba-bsc-with-qts)

# Developing Your Mentoring Skills: the BCU Mentor Tracker

School mentors are therefore central to a BCU trainee teacher’s successful development.

To support schools and colleges and their mentors, BCU runs Mentor Training, both online and in person. We expect all BCU mentors to attend at least one of these sessions at an appropriate point during the year.

There is also an expectation that mentors will be aware of the National Standards for School Based ITT Mentors, published by the DfE in 2016, which are summarised below:

1. **Mentor Standard 1 ‐ Personal qualities**

Establish trusting relationships, modelling high standards of practice, and empathising with the challenges that trainees face.

1. **Mentor Standard 2 – Teaching**

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

1. **Mentor Standard 3 – Professionalism**

Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

1. **Mentor 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.

To support your professional development as a mentor, we have introduced a **BCU Mentor Tracker,** designed to support both the BCU ITE Partnership in addition to lead mentors and senior teachers in schools and colleges. This tracker is a tool to support he professional development of mentoring in all school / college contexts.

Within the BCU Mentor Tracker document mentors should self-assess their skills at the onset of their mentoring practice, using the Establishing, Embedding and Enhancing Levels within this document. BCU tutors will then review each mentor’s identified strengths and areas for development during their Quality Assurance visits to placement schools. This will enable to BCU tutor and school mentor to develop a meaningful and empowering partnership, sharing knowledge and skills to ensure that the new teachers interacting with the mentor achieve the best possible guidance and outcomes during their training.

We also suggest that the BCU Mentor Tracker could be used as part of the school’s internal preparations for staff embarking on a mentoring role – outcomes should establish areas of strength and development among mentors across the school and inform the school of CPD priorities in light of DfE assertions around the importance of mentoring in response to an identified recruitment and retention strategic priority in schools and colleges across the region.

Through this resource, BCU tutors and lead mentors in schools / colleges will then have an opportunity to feedback suggestions for further training to their phase specific BCU Academic Lead for Partnerships (contact details available in section 6 of this document) at the start of each academic year. We can then shape future mentor training events to support identified areas of need across the partnership.

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| **Standard 1:** **Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training** | | | |
| **Standard Prompts** | **Establishing Practice in ITE Mentoring** | **Embedding Practice in ITE Mentoring** | **Enhancing Practice in ITE Mentoring** |
| *Be approachable, make time for the trainee, and prioritise meetings and discussions with them* | * Reliably commit to review the trainee’s progress for an hour a week * Comment on progress in trainee’s progress journal weekly | * Guide the trainee to identify their strengths and areas for development in weekly meetings * Provide a brief overview of progress in the trainee’s Progress Journal | * Encourage the trainee to lead weekly mentor meetings * Check on the trainee’s well-being and progress briefly throughout the week – signposting additional support if required * Validate the trainee’s critical reflection in their Progress Journal weekly |
| *Use a range of effective interpersonal skills to respond to the needs of the trainee* | * Guide the trainee to identify no more than 3 priorities for the week ahead * Direct the trainee to relevant resources / support within the setting’s context * Discuss the trainee’ concerns around student or parent interaction | * Guide the trainee to identify appropriate targets for development during the week ahead * Model, alongside the trainee, conversations and meetings with staff who can signpost relevant resources or support, students or parents | * Ask open questions in order to coach the trainee to set their own developmental targets for the week ahead * Guide the trainee to hold conversations and meetings with staff across the school, students, or parents |
| *Offer support with integrity, honesty and respect* | * Listen to professional concerns raised by the trainee * Offer support to resolve any relevant issues related to resources, students, or curriculum structures | * Guide the trainee to identify weekly priorities * Critically reflect on strategies used in interactions with staff, students, and parents during the week | * Ask open questions in order to coach the trainee in workload management strategies * Facilitate the trainee’s regular critical reflection of their impact in interactions within the setting |
| *Use appropriate challenge to encourage the trainee to reflect on their practice* | * Discuss elements of the Teachers’ / ETF Standards, related to the trainee’s practice, in mentor meetings. * Signpost areas of strength and concern in the trainee’s professional development throughout the placement | * Guide the trainee to reflect on areas of strength aligned to the Teacher’s / EFT Standards within their practice throughout the placement * Guide the trainee to identify some strategies to improve on areas for development within their practice | * Provide regular opportunities for the trainee to reflect critically on their professional development aligned to the Teachers’ / EFT Standards. * Facilitate the trainee to lead in identifying strategies to impact on their practice. |
| *Support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment* | * Provide the trainee with access to the Dept.’s mid-term plans and resources * Ensure the trainee has access to the setting’s marking policy * Discuss the accredited assessment criteria in relation to KS4 planning in mentor meetings | * Model ways to apply the Department’s mid-term plans and marking policy in observed lessons and mentor meetings | * Ask open questions in order to coach the trainee in ways to apply the Department’s planning and marking policy to their teaching |

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| **Standard 2: Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs** | | | |
| **Standard Prompts** | **Establishing Practice in ITE Mentoring** | **Embedding Practice in ITE Mentoring** | **Enhancing Practice in ITE Mentoring** |
| *Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies* | * Review the setting’s Behaviour Policy in the first meeting with the trainee and review its impact, based on observations, in the weekly mentor meeting – setting targets where required * Model effective whole setting strategies to implement effective BfL routines – e.g. seating plans, greet students at the threshold etc. * Model strategies to use praise and sanctions consistently within the classroom | * Regularly guide the trainee to apply aspects of the setting’s Behaviour Policy within their practice * Regularly review ways in which the trainees is effectively planning for effective BfL and set further developmental targets as appropriate * Reflect with the trainee on the impact of the ways in which they apply praise and sanctions within their practice | * Ask open questions in order to coach the trainee in developing effective strategies to create a positive and purposeful learning environment * In mentor meetings critically reflect on the impact of a range of BfL strategies, applied by the trainee within their practice |
| *Support the trainee in developing effective approaches to planning, teaching and assessment* | * Co-plan teaching backwards strategies within the BCU planning template * Model with the trainee ways to set effective learning objectives and tasks, which align within a learning sequence. * Model with the trainee ways to plan effective AfL strategies within a learning sequence. | * Regularly co-plan teaching backwards strategies with the trainee – moving from individual lessons to weekly plans * Guide the trainee to set effective learning objectives and tasks, which align to these within a learning sequence. * Guide the trainee to plan effective AfL strategies within a learning sequence. | * Move towards coaching the trainee to plan effectively and efficiently during the placement * In mentor meetings critically reflect on the impact lesson planning has on student’s learning outcomes. * Coach the trainee in researching and applying a range of AfL strategies. |
| *Support the trainee with marking and assessment of pupil work through moderation or double marking* | * Complete some co-assessment with the trainee in directed time * Facilitate an accredited moderation task at least once during the trainee’s placement * Set some targets aligned to assessment throughout the trainee’s placement | * Regularly co-assess with the trainee in directed time * Involve the trainee in regular reflections on ways to assess using accredited assessment objectives and mark criteria during their placement * Set regular bespoke targets to develop the trainee’s assessment practices during the placement | * Move towards coaching the trainee to assess effectively during the placement * Facilitate the trainee leading some accredited moderation with you and / or colleagues * Guide the trainee in collating evidence of effective assessment strategies within their practice * Coach the trainees to set targets to further develop their assessment practices |
| *Give constructive, clear and timely feedback on lesson observations* | * Schedule verbal feedback within 24 hours of a scheduled observation and provide written feedback at least 24 hours before the next scheduled mentor meeting * Feedback will identify at least 3 areas of strength, traction against previous targets and no more than 3 areas for further development. | * With the trainee, reflect on the impact of their practice on the same day as the observation * Identify up to 2 high leverage targets with the trainee in the feedback discussion * Provide written feedback, aligned to the Teachers’ / EFT Standards | * Ask open questions to encourage a coaching conversation following the observation – within this conversation the trainee will identify strengths and, where they have built on previous targets and areas for further development * Co-construct written feedback with the trainee, aligned to the Teachers’ / EFT Standards |
| *Broker opportunities to observe best practice* | * Direct the trainee to weekly observations of excellent practice within the setting | * Observe excellent practice with the trainee and critically reflect on its impact and how this could link to the trainee’s practice | * Ask open questions in order to coach the trainee to identify foci within observations of peers and then critically reflect on ways to implement these in their practice |
| *Support the trainee in accessing expert subject and pedagogical knowledge* | * Share and discuss the setting’s Teaching and Learning Policy with the trainee in the first mentor meeting * Refer to and review relevant aspects of the Teaching and Leaning Policy during the trainee’s placement * Identify ways in which this policy should link to the trainee’s current practice | * Discuss ways in which university sessions complement or contrast to the school’s Teaching and Learning Policy in at least 3 mentor meetings * Consider ways in which wider pedagogy could align to their current practice | * Guide the trainee to identify gaps in their own pedagogical knowledge * Collaboratively develop the trainee’s pedagogical knowledge through discussion of key papers within the subject specialism * Guide the trainee to consider ways in which this pedagogy could align to their current practice |
| *Resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves* | * Address any concerns identified on the trainee’s behalf and provide clear feedback on next steps within this context to the trainee | * Lead and model ways to address concerns identified with the trainee and secure clear feedback on next steps within this context for the trainee | * Rehearse conversations to address concerns with the trainee * Be present and encourage the trainee to lead conversations to address concerns * Step in to support when the trainee asks |
| *Enable and encourage the trainee to evaluate and improve their teaching* | * Review evaluated lesson plans before weekly mentor meetings * Identify clear targets based on evaluated plans | * Discuss evaluated lesson plans in weekly meetings * Identify with the trainee clear targets based on evaluated plans | * Critically discuss evaluated lesson plans in weekly meetings * Guide the trainee to set development targets based on this conversation |
| *Enable the trainee to access,*  *utilise and interpret robust educational research to inform their teaching* | * Know what research the trainee is accessing at university * Discuss findings from university-led research in some mentor meetings – signposting ways in which this could link to the trainee’s current practice | * Guide the trainee to share key messages from their university taught sessions or research they are undertaking for their assignments * Discuss ways in which this research could be used within the trainee’s current practice | * Collaboratively review key research aligned to the trainee’s assignments * Discuss with the trainee ways in which this research could support their planning * Critically reflect on the impact of research within the trainee’s practice |

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| **Standard 3: Set high expectations and induct the trainee to understand their role and responsibilities as a teacher** | | | |
| **Standard Prompts** | **Establishing Practice in ITE Mentoring** | **Embedding Practice in ITE Mentoring** | **Enhancing Practice in ITE Mentoring** |
| *Encourage the trainee to* *participate in the life of the school and understand its role within the wider community* | * Assign the trainee as an observer to a tutor group * Signpost extra-curricular opportunities to the trainee and encourage them to undertake at least one such opportunity during their placement * Provide an opportunity for a trainee to attend a parent’s evening / meeting alongside an experienced member of staff | * Involve the trainee in leading some aspects of form tutor duties * Involve the trainee in any extra-curricular activities you lead, modelling aspects of Health and Safety this might involve * Guide and involve the trainee in discourse with parents | * Critically reflect on their future role as a form tutor within some mentor meetings * Discuss the impact extra-curricular activities can have on outcomes for both teachers and students * Critically reflect on the impact of discourse with parents |
| *Support the trainee in developing the highest standards of professional and personal conduct* | * Clarify professional expectations, duties and other additional responsibilities to the trainee * Introduce the trainee to the SENDCo and discuss his/ her role and support for classroom practice * Monitor perceptions of the trainee’s professional conduct within the setting and address any concerns within a timely fashion - notifying the university of any actions taken | * Discuss with the trainee his/ her professional conduct within the setting regularly – identifying strengths and setting targets where needed * Guide the trainee to liaise with the SEND team to plan for Wave 1 interventions within his / her practice * Raise professional concerns in a timely fashion with the university and develop a shared intervention | * Critically reflect on the impact of the trainee’s professional conduct within the setting * Critically reflect on the impact of Wave 1 interventions within the trainee’s practice * Raise professional concerns in a timely fashion with the university and develop a school-led intervention |
| *Support the trainee in promoting equality and diversity* | * Signpost the setting’s Equality Policy with the trainee during induction * Discuss aspects of inclusion within day to day practice – aligned to the Teachers’ / EFT Standards | * Discuss with the trainee opportunities within lessons to promote equality and diversity * Develop specific inclusion targets for the trainee within their day to day practice | * Critically reflect with the trainee on lessons to promote equality and diversity * Critically reflect with the trainee the impact inclusion strategies have on learning outcomes |
| *Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children* | * Check that the trainee has a university safeguarding letter when s/he arrives on the placement * Ensure the trainee undertakes the setting’s safeguarding training * Signpost the DSLs within the setting to the trainee | * Discuss with the trainee the role of effective safeguarding practices within the setting * Review and clarify the trainee’s understanding of safeguarding within your setting | * Critically reflect on a safeguarding case study with the trainee |
| *Support the trainee to develop skills to manage time effectively* | * Identify how the trainee should use their non-contact time effectively to meet the requirements of the placement | * Guide and monitor the impact of how the trainee can use their non-contact time effectively to meet the requirements of the placement | * Use open questions to coach the trainee in developing a strategy to manage their time effectively during the placement |

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| **Standard 4: Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.** | | | |
| **Standard Prompts** | **Establishing Practice in ITE Mentoring** | **Embedding Practice in ITE Mentoring** | **Enhancing Practice in ITE Mentoring** |
| *Ensure consistency by working with other mentors and partners to moderate judgements* | * Conduct a joint observation with an academic lead from the university – agree the trainee’s strengths and development targets collaboratively * Review your mentoring practice with peers within your setting – agree a trainee’s strengths and development targets collaboratively | * Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively * Review your mentoring practice with peers within your setting –lead on a trainee’s strengths and development targets | * Conduct a joint observation with an academic lead from the university –lead discourse on the trainee’s strengths and development targets collaboratively * Critically reflect on the impact of mentoring across your setting – lead a development plan to enhance impact * Support and guide new mentors within your setting |
| *Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research* | * Attend at least 2 university mentor training / CPD events * Track performance aligned to the ITE Mentor Standard tracking document | * Work with university leads to develop input on mentor training / CPD * Identify areas for development within the ITE Mentor Standard tracking document * Plan to develop further research into mentoring | * Lead mentor training / CPD university sessions * Complete outstanding areas for development within the ITE Mentor Standard tracking document * Pursue further Level 7 study incorporating this field of practice. |

# Enrolling in the BCU Level 7 Coaching and Mentoring Module

## 

## To support your professional development as a mentor further BCU are offering any mentor in a partner school access to a fully funded Master’s Module in Coaching and Mentoring; Course code EDU7362. **Enrolment will take place in the autumn term and the module will start in January 2022 - with a submission date in September 2022.**

The module will be accessed online and you will have the opportunity to work through three directed tasks to complete a research-informed critical reflection on the role of mentors within ITE and your specific context.

The module contains online presentations, tools and resources to support your study. You will also use the BCU Mentor Tracker as a core element of your critical reflection. You will have two full terms to work through the module at your own pace and there will be opportunities to contribute to online discussions and checkpoints with a BCU tutor.

At the end of the Module you will submit a 3000 word essay online. If successful your credits will be awarded as an exit certificate and you will have 20 Masters Credits which could be a stand-alone accomplishment – or could be used to continue your study within the BCU Master’s programme.

There is one enrolment points each academic year – they align completely with our UG Secondary Mentor CPD events:

* Enrol by 1 December 2021
* Begin study in January 2022 and submit your assignment by 6 September 2022

Enrolment (and study) is completely online. To register your interest email your name and the **course code EDU7362** to: [Craig.Davis@bcu.ac.uk](mailto:Craig.Davis@bcu.ac.uk)

## Further resources to support your professional development

If you do not feel ready to enrol on the Level 7 CPD module yet, there are two documents that we recommend to those who wish to further their skills and understanding of the ways of a Mentor and Coach:

* A Guide To Effective Mentoring (2008) <http://bit.ly/EffectiveMentoring>
* Coaching For Teaching & Learning – A Practical Guide For Schools: <http://bit.ly/Coaching4TandL>

# Appendices

## Course Specific Calendar

**School Based Training Placement Timetable**

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| --- | --- | --- | --- | --- | --- |
| **Week** | **Mon** | **Tues** | **Weds** | **Thurs** | **Fri** |
| 13-Sep-21 |  |  |  |  |  |
| Year 3 enrichment | Year 3 enrichment | Year 3 enrichment | Year 3 enrichment | Year 3 enrichment |
| 20-Sep-21 |  |  |  |  |  |
| 27-Sep-21 |  |  |  |  |  |
| 04-Oct-21 |  |  |  |  |  |
| 11-Oct-21 | Mentor CPD Y/ P 1 |  |  | Mentor CPD – Y/P 1 |  |
| 18-Oct-21 | Year 1 SBT |  |  |  |  |
| 25-Oct-21 | Half-term / Reading Week | | | | |
| 01-Nov-21 | Year 1 SBT |  |  |  |  |
| 08-Nov-21 | Year 1 SBT |  |  |  |  |
| 15-Nov-21 | Year 1 SBT |  |  |  |  |
| 22-Nov-21 | Year 1 SBT |  |  |  |  |
| 29-Nov-21 | Year 1 SBT | Mentor CPD Y/P 3 |  | Mentor CPD Y/P 3 |  |
| 06-Dec-21 | Year 1 SBT |  |  |  |  |
| 13-Dec-21 | Year 1 SBT |  |  |  |  |
| 20-Dec-21 | Christmas Break | | | | |
| 27-Dec-21 | Christmas Break | | | | |
| 03-Jan-22 | Bank Holiday |  |  | Year 3 SBT | Year 3 SBT |
| 10-Jan-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| Yearr2 SEND | Yearr2 SEND | Yearr2 SEND | Yearr2 SEND | Yearr2 SEND |
| 17-Jan-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 24-Jan-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 31-Jan-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 07-Feb-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 14-Feb-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 21-Feb-22 | Half-term / Reading Week | | | | |
| 28-Feb-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 07-Mar-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 14-Mar-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 21-Mar-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 28-Mar-22 | Year 1 SBT |  |  | Year 3 SBT | Year 3 SBT |
| 04-Apr-22 | Year 1 SBT | Mentor CPD Y/P 2 |  | Year 3 SBT | Year 3 SBT |
| Mentor CPD Y/P 2 |
| 11-Apr-22 | Easter Break | | | | |
| 18-Apr-22 | Easter Break | | | | |
| 25-Apr-22 | Year 1 SBT | Year 1 SBT | Year 1 SBT | Year 1 SBT | Year 1 SBT |
| Year 3 SBT | Year 3 SBT |
| Mentor Drop In Y/P1 |
| 02-May-22 | Year 1 SBT | Year 1 SBT | Year 1 SBT | Year 1 SBT | Year 1 SBT |
| Year 3 SBT | Year 3 SBT |
| 09-May-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Year 3 SBT | Year 3 SBT |
| 16-May-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Mentor Drop In Y/P 3 | Year 3 SBT | Year 3 SBT |
| 23-May-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Year 3 SBT | Year 3 SBT |
| 30-May-22 | Half-term / Reading Week | | | | |
| 06-Jun-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT |
| Year 1 KS2 | Year 1 KS2 | Year 1 KS2 | Year 1 KS2 | Year 1 KS2 |
| 13-Jun-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT |
| Mentor Drop in Y/ P 2 |
| 20-Jun-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT |
| 27-Jun-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT |
| 04-Jul-22 | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT | Year 2 SBT |
| Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT |
| 11-Jul-22 | Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT | Year 3 SBT |

# BCU ITE Curriculum Tracker

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| **BCU ITE Curriculum Key Theme B – Trainees’ classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.**  **(CCF – High Expectations; Managing Behaviour)** **(TS1 and TS7)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of effective behaviour management and high expectations to:***  explore and observe how expert colleagues establish effective classroom routines  be clear about what good behaviour looks like  prepare for common behaviour issues and plan how they will be addressed  build effective relationships with pupils based on an ethos of mutual trust and respect; demonstrating that pupils’ feelings are considered and understood  experience how high expectations are demonstrated through praising pupil engagement and progress made  understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils  explore policies related to behaviour management and well-being of pupils, and understand how they are implemented within the classroom | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:***  establish a supportive and inclusive learning environment with clear behavioural expectations and effective classroom routines  demonstrate clear expectations that communicate shared values and support classroom and school culture.  proactively teach pupils the behaviour that is expected of them by being precise and clear about what good conduct looks like and the norms of the classroom  role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions  discuss with expert colleagues and understand how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  maintain high expectations which impact pupil outcomes by setting goals that challenge and stretch all pupils  engage with the school behaviour policy to implement a range of strategies appropriate to the needs of the children  establish high expectations of behaviour using a predictable and secure system of reward and sanction  respond quickly to any behaviour or bullying that threatens emotional and/or physical safety | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of effective behaviour management and high expectations to:***  consistently ensure a predictable and secure learning environment that is supportive and inclusive for all pupils with high-quality teaching and behavioural expectations embedded within the daily routine  support pupils to believe that their feelings will be considered and understood.  Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically  identify goals and targets that challenge and stretch all pupils, understand the long-term positive impact of high expectations on pupils’ life chances  support pupils to self-regulate their emotions and know that this affects pupils’ ability to learn, and succeed in school and future lives  clearly embed a range of effective behaviour management strategies within their professional practice  respond with authority to any behaviour or bullying that threatens emotional and/or physical safety  consistently use early and least-intrusive interventions as an initial response to low level disruption | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme C – Trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and well-being.**  **(CCF – How Pupils Learn; Curriculum) (TS2 and TS3)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their subject knowledge, skills and understanding of the curriculum to:***    familiarise them self with relevant statutory and non-statutory curriculum guidance and frameworks and understand the importance and impact that developments in the subject and curriculum area will have on their practice    reflect upon their personal developing subject knowledge, with support if necessary, in relation to key concepts and skills of the subject    know that taking pupils’ prior knowledge into account is a key aspect of successful learning and securing progress, as is knowing how much new information should be introduced so it is manageable for pupils    understand that making explicit links between prior and new knowledge, increases the likelihood of pupils retaining knowledge and understanding, contributing to pupils’ development as confident learners    understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content  know that a range of approaches for modelling and scaffolding learning, e.g. live modelling, is essential to enable pupils to make progress    know that they should model high-quality spoken language and subject specific high frequency vocabulary recognising that spoken language underpins development of reading and writing    familiarise them self with a range of learning theories and understanding the importance of why a balance of these in classroom practice is important for developing skills in the subject  ………………………………………………………………………………..  **Primary trainees:**  understand the importance of systematic synthetic phonics and the impact that this has on the teaching of early reading, spelling, and writing    begin to teach phonics following school policy    know of the approaches for teaching for conceptual understanding and depth in mathematics    begin to teach mathematics, following school policy | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    implement relevant statutory and non-statutory curriculum guidance and frameworks in their practice    actively develop pedagogical content knowledge in relation to key concepts and skills of the subject    use information on pupils’ prior knowledge to inform lesson planning and teaching, and teach making explicit links between prior and new knowledge to secure progress. Introduce information in a way that does not detract from the learning and confidence of the pupils    teach a topic by breaking it down into smaller steps taking into account and addressing potential misconceptions    teach using a range of approaches for modelling and scaffolding learning, e.g. live modelling, to ensure that pupils make progress, knows when to withdraw scaffolding as knowledge builds to ensure apt stretch and challenge  use high-quality spoken language and subject specific high-frequency vocabulary to enable pupils to make progress in reading and writing development    teach, drawing on a range of learning theories and practice, including a considered use of approaches to enable pupils to make progress in developing skills in the subject  ……………………………………………………………………………………………………..  **Primary trainees:**  demonstrate a good understanding of the role of systematic synthetic phonics in the teaching of early reading, spelling, and writing    teach early reading, systematic synthetic phonics, communication and language development with increasing confidence and competence so that pupils make expected progress    teach mathematics with a good understanding of effective teaching strategies that support the development of conceptual understanding and depth ensuring good progress for all pupils | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, subject knowledge, skills and understanding of the curriculum to:***    use statutory and non-statutory curriculum guidance and frameworks with confidence when planning and teaching sequences of lessons    make discerning use of quality resources, e.g. from Subject Associations, to proactively develop subject knowledge and pedagogical content knowledge    plan and teach to support pupils in making links between prior and new knowledge so that new information can be introduced appropriately and pupils make good progress    demonstrate in lesson planning anticipation of misconceptions, and to teach competently to address these so that pupils overcome them    withdraw scaffolding as pupils’ knowledge builds to ensure apt stretch and challenge    teach demonstrating confident use of a pedagogical spectrum with evidenced learning theory and practice applied appropriately  ……………………………………………………………………………………………………..  **Primary trainees:**  to show a clear understanding of the progression and delivery of phonics lessons that support the development of early reading, spelling, and writing. This results in pupils making good or better than expected progress    effectively teach using strategies that are clearly embedded within the teaching of mathematics to ensure conceptual understanding, depth, and progression | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.**  **(CCF – Classroom Practice; Adaptive Teaching; Assessment)** **(TS4 and TS6)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:***  explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented  identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning  adapt and teach from existing planning to demonstrate the key lesson components in practice  begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving  observe how expert colleagues adapt lessons during the teaching process based upon formative assessment  discuss and analyse ‘Assessment For Learning’ opportunities with expert colleagues  recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues  use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress  discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:***  plan effective sequences of learning using a range of teaching strategies  plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills  use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress  plan appropriate ‘Assessment For Learning’ strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective  effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils’ progress  use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach  use summative assessment to inform planning to ensure progress for all pupils | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:***  plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive  comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met  uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think  expose potential pitfalls/misconceptions and explain how to address them  continually adapt the teaching to respond to emerging learning needs  fully integrate additional adults into the planning, teaching and assessment process (where applicable)  consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress  ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

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| **BCU ITE Curriculum Key Theme E - Trainees implement effective adaptive teaching approaches to support all learners, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language learners).**  **(CCF - How Pupils Learn, Classroom Practice; Adaptive Teaching) (TS3 and TS5)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of adaptive teaching to:***  understand that pupils are likely to learn at different rates and require different levels and types of support from teachers to succeed  begin to understand that pupils’ differences, including their different levels of prior knowledge, and potential barriers to learning, are a fundamental part of teaching  know there is a common misconception that pupils have distinct and identifiable learning styles  know pupils with special educational needs or disabilities are likely to require additional or adapted support    work closely with expert colleagues to understand barriers and identify effective strategies for identified pupils, including those with EAL  observe and deconstruct how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet those expectations | ***The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of adaptive teaching to:***  anticipate pupils’ differences, including their different levels of knowledge, and potential barriers to learning, and reflect this in their planning  begin to adapt teaching in a responsive way, with support from expert colleagues, including by providing targeted support to pupils who are struggling e.g. through using dual coding and translanguaging to support EAL pupils  build on prior learning with appropriate stretch and challenge for all pupils, particularly high attaining pupils  use current related frameworks and policy initiatives, which provide additional guidance on supporting pupils with SEND effectively  identify pupils who need new content to be broken down further  make use of formative assessment to inform adaptive learning to meet the needs of all pupils  provide opportunities for all pupils to experience success, by discussing and analysing with expert colleagues how to balance input of new content so that pupils master foundational concepts  appropriately select well-designed resources to promote positive outcomes for all pupils. | ***The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of adaptive teaching to:***  flexibly group pupils within a class to provide more tailored support, with care taken to monitor the impact on engagement and motivation of all pupils, particularly for low attaining pupils  work with guidance from the Special Educational Needs and Disabilities Co-ordinator (SENDCo) where relevant, to adapt learning for groups and individuals. Reflect on this experience to develop responsive teaching of all groups of pupils  to consistently apply a range of research-informed strategies to accelerate language learning for EAL pupils  make consistent use of teaching assistants and other adults in the classroom  demonstrate their ability to decide when intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils  build in additional practice or remove unnecessary expositions to meet the needs of all pupils.  effectively employ a wide range of strategies to support positive outcomes for all pupils e.g. reframe questions to provide scaffolding or greater challenge | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

|  |  |  |  |
| --- | --- | --- | --- |
| **BCU ITE Curriculum Key Theme F - Trainee develops professional behaviours and contributes effectively to the wider life of the school.**  **(CCF Professional Behaviours) (TS8 and Part 2)** | | | |
| **Phase 1** Exploring | **Phase 2** Establishing | **Phase 3** Embedding | |
| ***The trainee demonstrates professional behaviour by consistently following placement expectations:***  understands safeguarding responsibilities as set out in Keeping Children Safe In Education  adheres to BCU Code of Conduct and school staff behaviour policy, dress code, absence policy, is punctual, has a professional tone in communications  understands the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession  recognises the experience and expertise of university and school staff, acts upon advice  ***The trainee works with clearly focused support to develop:***  professional relationships with colleagues  reflective practice and acting upon expert feedback  understanding of professional development as a sustained process over time that will impact positively on pupil outcomes | ***The trainee confidently demonstrates professional behaviour and works with expert colleagues to:***  know who to contact with any safeguarding concerns  use feedback and discussion with expert colleagues to reflect upon and improve own practice  use recent and relevant research evidence to inform  professional discussions and to improve own practice  develop effective professional relationships with colleagues and to begin to identify ways to contribute to the wider life of the school  understand how relationships with carers and parents can impact on pupils and begin to develop these relationships  ensure that planning and learning outcomes are shared with additional adults so pupils are effectively supported  work with expert colleagues, such as SENDCos and pastoral leaders to ensure they understand the needs of pupils and how to support these needs  be responsible for their own professional development and extend their own subject and pedagogical understanding as part of lesson planning | ***The trainee’s professional behaviour is consistent and noticeable:***  collaborates with expert colleagues to seek challenge and critique to identify sustainable improvement in their own practice  reflective practice is informed by observation feedback, professional debate, and recent and relevant research evidence  seeks opportunities to make valuable contributions to the wider life of the school in a broad range of ways  understands how effective relationships with parents and carers can improve pupils’ motivation, behaviour, and academic success  plans learning to ensure that all pupils are supported by teachers so additional adults supplement rather than replace support from teachers  collaborates with colleagues, such as SENDCos, and pastoral leaders to learn from their expertise and broaden their own understanding of the needs of pupils and how appropriate support can be included in planning | |
| **Progress:** | | | **YES/NO** |
| **On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?** | | | Choose an item. |
| **If not on track have Rapid Improvement Targets been set?** | | | Choose an item. |

## The Teachers’ Standards

**Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**A teacher must:**

|  |
| --- |
| **1 Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils |
| **2 Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * plan teaching to build on pupils’ capabilities and prior knowledge * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| **3 Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies |
| **4 Plan and teach well structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s) |
| **5 Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **6 Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **7 Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **8 Fulfil wider professional responsibilities**   * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |

BCU Lesson Observation Form

# **Lesson Observation Record**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | Click or tap here to enter text. | **School** | Click or tap here to enter text. |
| **Date** | Click or tap to enter a date. | **Period / lesson** | Click or tap here to enter text. |
| **Subject** | Click or tap here to enter text. | **Class / year group** | Click or tap here to enter text. |
| **Period of training** | Choose an item. | **Type of observation** | Choose an item. |
| **BCU Lesson plan provided ahead of observation?** | Choose an item. | **Seating plan and class data provided during observation?** | Choose an item. |
| **BCU ITE Curriculum Themes observed / discussed** | Choose an item. | | |
| Choose an item. | | |
| Choose an item. | | |

**Part A:** **For use with learner-focused observations only (trainee to complete prior to observation)**

|  |  |  |
| --- | --- | --- |
| **Learner 1** | **Learner 2** | **Learner 3** |
| Contextual data:  Click or tap here to enter text. | Contextual data:  Click or tap here to enter text. | Contextual data:  Click or tap here to enter text. |
| Rationale for focus:  Click or tap here to enter text. | Rationale for focus:  Click or tap here to enter text. | Rationale for focus:  Click or tap here to enter text. |

**Part B: Formative comments and questions for the trainee to consider**

|  |  |  |
| --- | --- | --- |
| **Trainee action** | **Impact on learners** | **Link to BCU ITE Curriculum Themes** |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |

**Part C: Lesson Summary and Targets linked to discussion and trainee reflection on questions posed**

|  |  |
| --- | --- |
| **Lesson Strengths (3 minimum)** | **Link to BCU ITE Curriculum** |
| Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Choose an item. |
| **Development targets (1 minimum – 3 maximum)** | **Link to BCU ITE Curriculum** |
| Subject specific target:  Click or tap here to enter text. | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. |
| Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Choose an item. |

**Signed: Click or tap here to enter text. Role: Choose an item.**

**Joint observation: Choose an item.**

# Example Lesson Observation Record

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | Model Trainee | **School** | Birmingham City Academy |
| **Date** | 07/03/2022 | **Period / lesson** | Period 2 |
| **Subject** | English | **Class / year group** | Year 8 |
| **Period of training** | Phase 2 | **Type of observation** | Whole class focus |
| **BCU Lesson plan provided ahead of observation?** | Yes | **Seating plan and class data provided during observation?** | Yes |
| **BCU ITE Curriculum Themes observed / discussed** | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. | | |
| D. Planning and assessing learning to ensure that all pupils make progress. | | |
| E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | | |

**Part A:** **For use with learner-focused observations only (trainee to complete prior to observation)**

|  |  |  |
| --- | --- | --- |
| **Learner 1** | **Learner 2** | **Learner 3** |
| Contextual data:  Click or tap here to enter text. | Contextual data:  Click or tap here to enter text. | Contextual data:  Click or tap here to enter text. |
| Rationale for focus:  Click or tap here to enter text. | Rationale for focus:  Click or tap here to enter text. | Rationale for focus:  Click or tap here to enter text. |

**Part B: Formative comments and questions for the trainee to consider**

|  |  |  |
| --- | --- | --- |
| **Trainee action** | **Impact on learners** | **Link to BCU ITE Curriculum Themes** |
| Opening task asks pupils to recall key terms – ‘tabloid’ and ‘broadsheet’ and there is a challenge task to identify the language devices on 2 screen shots of newspapers. You swiftly take feedback around the DNA and consolidate understanding of the key terms – good pace. | In the Titanic artefact pupils can identify the headline and short factual, snappy facts, different fonts used, and the significance of additional facts and detail lower on the page. | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. |
| You use targeted questioning – each pupil is asked to identify the genre of their newspaper and to justify their decision based on their enquiry. At the end of questioning, you pause and ask pupils if they have any questions about newspaper ‘conventions’. | Pupils begin exploring this significant key word through dialogic questioning and then consolidate their learning with further explanation and examples from their existing knowledge. | D. Planning and assessing learning to ensure that all pupils make progress. |
| You share with pupils the inverted pyramid to explain the structure of a newspaper report – great resource. Then you swiftly relate this to the Titanic front-page image. Here you have labelled the structural features and ask pupils to copy them down, could they have labelled the features themselves – perhaps if the pyramid was placed alongside the front page? In addition, could they have related the pyramid to their own front page? | Pupils copy the pyramid structure down into their books as a key reference tool. Well done for adding a timer and a challenge for this task. 8 minutes to copy this down – is that challenging / high enough expectations? You monitor and try to accelerate this – getting those who finish early to support by collecting / distributing resources and asking pupils to signal they are finished by putting their pens down – well done, good decision here. | D. Planning and assessing learning to ensure that all pupils make progress. |
| Next, you move on to read the short article. You ask a HPA to read the text and pupils listen / follow. Having read the extract, then you return to the pyramid and pupils are asked to consider whether this structure fits with the article and they | Pupils willingly share ideas - they are developed and clearly articulated. What could you do here to deepen the learning of a greater range of pupils based on voluntary ideas? Consider the impact of ABC questioning? ‘1) Kain what did Eva say? 2) Haroon can you add any more ideas to this? 3) Natalie can you build on the points Haroon has added? 4) Anwar is there anything you have heard so far that you would like to challenge?’ | E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. |
| Homework is set. Pupils glue a small slip into their books. The task is to ‘plan’ an imagined report of a disaster at the school. In fact, the task is to write the article, the word plan in the instructions could be mis-leading, you address this verbally – but how can you follow this up in case they forget the alteration to instructions? The task is dual coded with images to stimulate ideas and 3 clear bullet points. The date is clearly set for completion on the whiteboard too. The issue and task within the homework is well-planned and will serve to consolidate learning for the pupils. | Pupils will have reference to information for today’s lesson. You take ideas from the class to set clear success criteria and record this on the whiteboard for pupils to copy down. The success criteria relates to prior knowledge of structure and features. | D. Planning and assessing learning to ensure that all pupils make progress. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |
| Click or tap here to enter text. | Click or tap here to enter text. | Choose an item. |

**Part C: Lesson Summary and Targets linked to discussion and trainee reflection on questions posed**

|  |  |
| --- | --- |
| **Lesson Strengths (3 minimum)** | **Link to BCU ITE Curriculum** |
| Sound subject knowledge – effective communication of the purpose of newspaper teaxts and how writers’ intention is created through structural features. | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. |
| Using knowledge of prior learning effectively to create pace and high expectations during the learning sequence. | D. Planning and assessing learning to ensure that all pupils make progress. |
| Anticipating mis-conceptions and creating effective scaffolds to support learning. | E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. |
| Making good use of home learning to consolidate and develop further learning. | D. Planning and assessing learning to ensure that all pupils make progress. |
| Planning with good pace to ensure that all pupils are fully engaged and sustaining high expectations / accountability for learning. | D. Planning and assessing learning to ensure that all pupils make progress. |
| **Development targets (1 minimum – 3 maximum)** | **Link to BCU ITE Curriculum** |
| Subject specific target:  Develop a knowledge organiser to support the developing knowledge around newspaper text types. | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. |
| Transitions – make links between tasks explicit and ensure that the link to the overall objective is very clear in your head …. and the pupils’. | D. Planning and assessing learning to ensure that all pupils make progress. |
| ABC questioning as routine during feedback sections of the lesson – use this as an opportunity to differentiate also. | E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. |

**Signed:** Sabina Mentor **Role:** Subject Mentor

**Joint observation:** No

## Critical Incident: Progress Review Meeting Form

**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 event identify the research-informed[[4]](#footnote-4) 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 BCU ITE Curriculum Themes you have addressed through this Critical Incident:

|  |  |
| --- | --- |
| **Theme** | **Evidenced** |
| A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning. | Choose an item. |
| B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing. | Choose an item. |
| C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing | Choose an item. |
| D. How trainees plan and assess learning to ensure that all pupils make progress | Choose an item. |
| E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | Choose an item. |
| F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Choose an item. |

6. Subject / Phase Specific priorities addressed:

|  |  |
| --- | --- |
| **Theme** | Evidenced |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |

1. There is a copy of the weekly Progress Journal review on the BCU Partnership Webpages. [↑](#footnote-ref-1)
2. There is a blank copy of the Learning Event: Progress Review Meeting Form on the BCU Partnership Webpages. [↑](#footnote-ref-2)
3. There is an example Learning Observation record on the BCU Partnership Webpages. [↑](#footnote-ref-3)
4. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-4)