

# UNDERGRADUATE SUBJECT MENTOR CPD

*January 9<sup>th</sup> 2023*



**BIRMINGHAM CITY**  
University

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*January 9<sup>th</sup> 2023 1*



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# Y1 and Y3 Current Overview



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Wk Beg	Year One				
	M	T	W	Th	F
7th Nov					
14th Nov	1				
21st Nov	2				
28th Nov	3				
5th Dec	4				
12th Dec	5				
19th Dec	CHRISTMAS BREAK				
26th Dec					
2nd Jan					
9th Jan	6				
16th Jan	7	8	9	10	11
23rd Jan	12				
30th Jan	13				
6th Feb	14				
13th Feb	15				
20th Feb	FEB HALF TERM				
27th Feb					
6th March	17				
13th March	18				
20th March	19				
27th March	20				
3rd April	EASTER BREAK				
10th April					
17th April					
24th April	21	22	23	24	25
1st May		26	27	28	29
8th May	30				

Wk Beg	Year Three				
	M	T	W	Th	F
12th Dec	1	2	3	4	5
19th Dec	CHRISTMAS BREAK				
26th Dec					
2nd Jan		6	7	8	9
9th Jan	10			11	12
16th Jan	13			14	15
23rd Jan	16			17	18
30th Jan	19			20	21
6th Feb	22			23	24
13th Feb	25			26	27
20th Feb	FEB HALF TERM				
27th Feb					
6th March	31			32	33
13th March	34			35	36
20th March	37			38	39
27th March	40			41	42
3rd April	EASTER BREAK				
10th April					
17th April	43 (EWH)			44	45
24th April	46			47	48
1st May	49 (EWH)			50	51
8th May	52			53	54
15th May	55			56	57
22nd May	58			59	60
29th May	MAY HALF TERM				



## Formative Comments on observed lesson

*A detailed account of the lesson and actions taking place.*

*The observer outlines the impact the lesson content/associate teachers actions are having on pupil learning.*

*The observer then includes some follow up questions for the AT to reflect upon in the post lesson discussion.*



# Learning Observation Record – UG Exemplar

## Secondary – Learning Observation Record



### Part 1 – Formative comments and questions for the Associate Teacher to consider (columns expand)

Teaching and learning <b>strategies</b> used by the Associate Teacher	<b>Impact</b> of these strategies on pupil learning within the subject	<b>Questions</b> for the Associate Teacher to consider during the post-observation discussion
This column should focus on the actions of the Associate Teacher during the observation	This column should focus on the impact on the learning and the impact on specific pupils or groups of pupils	The questions here should inform the structure of the feedback meeting
<ul style="list-style-type: none"> <li>9.10am – Anne puts the group into 6 groups of 4. Anne explains the warm up expectations.</li> <li>9.12am - Warm Up. This is pupil-led and managed by Anne. Anne circulates whilst each group follow a pulse raise and skill based activity. It appears that Anne has selected the most confident pupils in each group to be warm up managers.</li> <li>9.18am – Warm up stopped. All pupils in to Anne. Anne talks through the learning to take place in this lesson and what she expects all pupils to achieve in this lesson.</li> <li>Anne has kept the class in their six groups and is following a co-operative learning approach. This is evident in her lesson plan.</li> <li>9.22 – The groups have each been allocated roles within their mini groups. The equipment managers collect the equipment for activity one.</li> </ul>	<ul style="list-style-type: none"> <li>Anne is developing the pupils ownership and responsibility for leading their own warm up.</li> <li>Very good facilitation skills observed. Anne is supporting all groups to follow the instructions of their warm up managers and is stepping in when needed.</li> <li>Good use of 5,4,3,2,1 to get pupils in quickly. Pupils are sat quietly and engaged in what she has to say.</li> <li>This aligns well to your focus: theme C – (subject pedagogy) – seen in this lesson.</li> <li>Excellent ownership of their learning, seen by the pupils.</li> </ul>	<p>What was your thinking <u>behind</u>:</p> <ul style="list-style-type: none"> <li>The group sizes and the number of groups? Are you happy with this?</li> <li>Why did you pick these pupils to lead the warm up? Would you use the same ones next week?</li> <li>Do pupils need to be sat down when you speak to them?</li> <li>Do you believe that selecting the roles is best if you do it or if they do?</li> </ul>

# Learning Observation Record – UG Exemplar 1



## Part 2 – Targets linked to observation feedback and Associate Teacher’s reflection informed by feedback questions

Lesson strengths linked to learners’ progress (identify 3):  1. Excellent use of the co-operative learning model, which supports your lesson focus of developing your subject pedagogy. All pupils were engaged and progress was visible.  2. You were able to justify this approach before and afterwards and supported this with theory that you showed me. This again, was one of your lesson foci.  3. Your planning for this model was very good and you laid out the groups well and facilitated the activities.	Curriculum Theme (if different to the themes identified on the first page)  C) Associate teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress  A) Associate teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning  D) Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress
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## Lesson Strengths

*Three strengths identified from the lesson, which can be linked to the positive impact on pupil learning.*

*The strengths should be aligned to one of the six BCU Core Curriculum themes.*



# Learning Observation Record – UG Exemplar 2



## Secondary – Learning Observation Record



<p>Developmental actions arising out of the observation (identify 3):</p> <p>How can the Associate Teacher promote better pupil learning and progress in their <b>specialist subject</b>?</p> <p>1) Questioning. In the lesson, you relied on hands up and often responded yourself to the responses. Consider other approaches to develop learning, such as think/pair/share or pose, pause, pounce, bounce. Also look at not relying on hands up to prompt all pupils to think through an answer.</p> <p>2) Adaptive practice. It wasn't always evident how the activities were being adapted to suit pupils who were weaker in their footballing ability. Could the STEP model be facilitated within your planning perhaps?</p> <p>3) To complete the above, look through your university work and read around the examples I have supplied you or look for your own initiatives that could develop both of these areas.</p>	<p>Curriculum Theme (if different to the themes identified on the first page)</p> <p>D) Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress</p> <p>E) Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.</p> <p>A) Associate teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning</p>
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Name of Observer	Role of Observer	Joint Observation?	Name of Joint Observer (if applicable)	Role of Joint Observer (if applicable)
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## Developmental Actions (*Targets for following lesson/s*)

### Important

*Subject mentors please be aware that the developmental actions set within the LOR must be subject specific – what does the target/action look like in your specialist subject area?*

*Targets for example such as 'improve behaviour management strategies' are not deemed subject specific.*







## Curriculum Target Setting

*Subject mentors can use the subject specific BCU ITE curriculum maps to help guide weekly/phase targets for Associate Teachers.*

*Targets should be subject specific and show clear steps to how the Associate Teacher will be able to progress against the target.*



# Mentor Meeting Record– UG Exemplar

## BCU Weekly Mentor & Associate Teacher Meeting Record



†Date:	06/01/2023	BCU ITE PE Curriculum Mentor Meeting Phase:	Year Three Meeting Two
Summary of subject specific areas of strength / achievements this week – reflections from previous targets and LORs			
<ul style="list-style-type: none"><li>Based on the last meeting with Anne (16<sup>th</sup> Dec), she was very keen to incorporate more of a models based approach to her teaching.</li><li>Therefore, this weeks targets have been to incorporate the co-operative learning model in two of her groups teaching.</li><li>Anne’s attendance and punctuality continue to be strong and she mixes very well with the department.</li><li>Anne’s communication with the PE dept and pupils is very good and she is very keen to learn.</li><li>Today’s football lesson was very good, with her using this lesson as one of her co-operative learning lessons for observation.</li><li>On the curriculum map, Anne has met the three ‘learn how to’ boxes, however I feel some development in social justice could happen with time.</li></ul>			
Curriculum Targets – Use the subject specific BCU ITE Curriculum Map to support this			Review of this target
Target No.	Subject focused target?	How will you meet that target?	When will that target be met? How will you know (evidence?)?
1.	Questioning. Consider how you can develop the cognitive learning in a PE lesson through your Q&A. This was noted in your lesson observation today.	<ul style="list-style-type: none"><li>Research questioning strategies that can be used within PE. Look into examples of no hands up, think, pair, share and pose, pause, pounce, bounce when you observe your mentor.</li></ul>	To meet by: 20 <sup>th</sup> January mentor meeting (two weeks)  Meeting this will through the <u>four formal observations</u> between now and that mentor meeting.
2	Adaptive Practice. This was also noted in today’s lesson and also relates to this week’s curriculum map on social justice. Look at ways you can ensure that your teaching is adapted (or scaffolded) for weaker pupils so that all pupils are accessing the learning.	<ul style="list-style-type: none"><li>Observe Mrs Inclusive and see how she uses the STEP model to good effect in supporting her 7W class.</li><li>Show in your planning how you are adapting practice or using the STEP model to scaffold the learning objectives.</li></ul>	To meet by: 13 <sup>th</sup> January mentor meeting (next week)  To meet this will be through showing your planning to your observers next week and me seeing this in your observed lesson on Friday 13 <sup>th</sup>
3	Linking to social justice, begin looking at how our school’s extracurricular opportunities can support all students, of all genders, ethnicities and abilities etc.	<ul style="list-style-type: none"><li>Observe who attends extracurricular and what clubs we offer and write up some notes based on what you know about social justice,</li></ul>	To meet by: 13 <sup>th</sup> January mentor meeting (next week)  To meet this through discussion in the next mentor meeting (13 <sup>th</sup> Jan).

# Y1 & Y3 Tutor Visit Schedule



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	First Visit (online)		Additional Visit ( <u>in</u> -person)	Mid Placement Review Meeting:	Final Visit ( <u>in</u> -person)	End Placement Progress Meeting
<b>Y1 Placement 30 days</b>	<b>*QA Email check*</b> Days 2-4 21 <sup>st</sup> Nov – 5 <sup>th</sup> Dec	Days 6-13 9 <sup>th</sup> Jan – 30 <sup>th</sup> Jan <b>aim to complete for Christmas break</b>	<i>If required: Days 16-19 of placement</i>	<b>Day 15 13<sup>th</sup> Feb 2023</b>	Days 21-30 24 <sup>th</sup> April – 5 <sup>th</sup> May	<b>Day 30 5<sup>th</sup> May 2023</b>
<b>Y2 Placement 40 days</b>	Days 6-15 15 <sup>th</sup> May – 26 <sup>th</sup> May		<i>If required: Days 16-30 of placement</i>	<b>Day 20 9<sup>th</sup> June 2023</b>	Days 31-40 26 <sup>th</sup> June – 7 <sup>th</sup> July	<b>Day 40 7<sup>th</sup> July 2023</b>
<b>Y3 Placement 60 days</b>	Days 6-12 3 <sup>rd</sup> Jan – 13 <sup>th</sup> Jan		Days 19-30 6 <sup>th</sup> Feb – 10 <sup>th</sup> March	<b>Day 30 3<sup>rd</sup> March 2023</b>	Days 34-45 13 <sup>th</sup> March – 21 <sup>st</sup> April	<b>Day 60 26<sup>th</sup> May 2023 (*QTS Reflection*)</b>

University Tutors will be working as closely as possible to the above visit windows.

Please note that Y3 ATs will have 3 visits over the course of their placement.





# Can you help?



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We are in urgent need of placement opportunities for the following Undergraduate students, if your school/department can accommodate any of the students below, please email Gemma Taylor directly on [Gemma.Taylor@BCU.ac.uk](mailto:Gemma.Taylor@BCU.ac.uk)

**Y1 Biology:** 2 Birmingham based students needing a 30 day placement to start ASAP

**Y3 Biology:** 1 biology placement required within the Halesowen/Quinton/Northfield area to start ASAP, 60 day placement.

**Y3 PE** – 1 male student, Birmingham based requiring a placement opportunity, starting ASAP.



# Any Questions?



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# YEAR 1 Placement Notices



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Y1 Associate Teachers (AT) have completed 5 placement days so far and appear to be settling in well within departments.

University Tutors have been carrying out Placement Visit One online, meeting with the Associate Teacher and Subject Mentor to ensure the AT is settled in and Subject Mentors are happy with placement expectations thus far.

If you and your AT have not yet had your first Placement Visit meeting, this will be organised ASAP by the relevant University Tutor. *If you have any questions please get in touch at [UGSecondarySLT@BCU.ac.uk](mailto:UGSecondarySLT@BCU.ac.uk)*



# YEAR 1 Teaching Expectations - January



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*Y1 Associate Teachers should now be in a position to be independently planning and delivering one hour of teaching on a Monday with a group they are comfortable with.*

*They should be submitting a formal lesson plan to you and be receiving feedback from yourself via the Learning Observation Record form.*

## **Five day block (Monday 16<sup>th</sup> – Friday 20<sup>th</sup> Jan)**

- *Two individual hours taught in that week.*
- *Observe and support in 2 lessons a day in their specialist subject*
- *1 hour of personal prep time per day*
- *Another other department observation/support/activities the subject mentor recommends*



# YEAR 1 Upcoming tasks to complete

The first mentor meeting is due to take place by **Day 6 (Monday 9<sup>th</sup> January)**.

The Associate Teacher should share the Mentor Meeting Record document with you where up to three subject specific targets need to be set for the AT to focus on over the next period of time before mentor meeting 2.

In addition to this, the subject curriculum map will need to be engaged with and the far right hand column updated to reflect how the AT has implemented aspects of the BCU curriculum within their teaching practice (*see next page for more details*).



# YEAR 1 Subject Curriculum Map (PE)



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School Based Teaching			
Mentor Meeting to take place by day: ▼	Mentor Meeting Review (Date Window) ▼	Procedural Knowledge. Learn how to ... ▼	Mentor supports the associate teacher's knowledge in school by: (School mentor completes this section to specify how the associate teacher is supported in securing the BCU curriculum in school) ▼
6	14th Nov - 9th Jan	Learn how to ... •Identify aspects of the PE National Curriculum across KS3 and 4 within your school based professional placement.	<p><i>During your first mentor meeting, discuss with your AT how they have been supported in applying their 'Learn how to' knowledge within their practice.</i></p> <p><i>Complete the boxes that fall under this mentor meeting phase.</i></p>
6	14th Nov - 9th Jan	Learn how to... •Discuss and apply a teaching style/s to use within your professional practice and justify that approach with your mentor/tutor.	
6	14th Nov - 9th Jan	Learn how to... •Adapt lesson activities following the Inclusion Spectrum and STEP model to ensure all pupils are fully included within lessons. •Observe and recognise when adaptive strategies are required in lessons during teaching. •Observe expert colleagues apply adaptive teaching strategies.	
6	14th Nov - 9th Jan	Learn how to... •Plan and deliver short invasion game activities showing progression of a selected concept (e.g., use of space), skill (e.g., shooting). •Structure activities to show progression, building on previously learned knowledge. •Complete risk assessments as part of the lesson planning process to ensure the area,	





# YEAR 1 Subject Curriculum Map (BIO)



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## School Based Teaching

Mentor Meeting to take place by day: ▼	Mentor Meeting Review (Date Window) ▼	Procedural Knowledge. Learn how to ... ▼	Mentor supports the associate teacher's knowledge in school by: (AT / School mentor completes this section to specify how the associate teacher is supported in securing the BCU curriculum in school) ▼
6	14th Nov - 9th Jan	<ul style="list-style-type: none"> <li>Access curriculum documentation for the exam board chosen by a placement school and download relevant school schemes of work for topics being taught/ observed</li> <li>Identify how the national curriculum has informed the school curriculum</li> <li>Use the curriculum to write high specificity questions about the content that you want pupils to learn within a topic</li> <li>Use the national and school curriculum to identify archetypal skills and problems that pupils should be given opportunity to develop throughout each physics</li> <li>Practice writing a set of core questions with high specificity for the topic being taught/observed (Physics preferable), demonstrating what you want pupils to learn</li> </ul>	<p><i>During your first mentor meeting, discuss with your AT how they have been supported in applying their 'Learn how to' knowledge within their practice.</i></p> <p><i>Complete the boxes that fall under this mentor meeting phase.</i></p>
6	14th Nov - 9th Jan	<p>Learn how to...</p> <p>Through observation and teaching your subject:</p> <ul style="list-style-type: none"> <li>Access key school policies on professional behaviour in school and adhere to them in all actions.</li> <li>Observe expert colleagues and reflect on their professional practice.</li> <li>Reflect upon your own professional practice in order to inform your development.</li> <li>Discuss with an expert colleague how to develop a personalised systems and routines to support efficient time and task management, ensuring positive wellbeing.</li> </ul>	



# YEAR 3 Placement Notices



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Y3 Associate Teachers are currently completing their induction phase of their placement (ending Friday 6<sup>th</sup> January).

Subject mentor CPD was delivered during the induction week, if you have not received any communication about this or the subject mentor briefing documents, please email Gemma Taylor ([Gemma.Taylor@BCU.ac.uk](mailto:Gemma.Taylor@BCU.ac.uk)).

University Tutors have been in touch with Y3 AT's to book in Placement Visit One which will be taking place online between **Tuesday 3<sup>rd</sup> and Friday 13<sup>th</sup> January.**



# YEAR 3 Weekly Mentor Meetings



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Y3 AT's should have had two weekly mentor meetings to date:

- 1. Day 5 (Friday 16<sup>th</sup> Dec)**
- 2. Day 9 (Friday 6<sup>th</sup> Jan)**

During the mentor meetings, AT's should be completing their mentor meeting record form where three subject specific targets are set for the AT to focus on over the next week.



# YEAR 3 – Subject Curriculum Map

n with QTS - Year Three			
School Based Teaching			
Mentor Meeting to take place by day: ▼	Mentor Meeting Review (Date Window) ▼	Procedural Knowledge. Learn how to ... ▼	Mentor supports the associate teacher's knowledge in school by: (AT / School mentor completes this section to specify how the associate teacher is supported in securing the BCU curriculum in school) ▼
5	12th Dec - 16th Dec	<p>Learn how to ...</p> <p>Through observation and teaching PE focus on:</p> <ul style="list-style-type: none"> <li>• M for Motivate - by using big picture questions, storytelling, aesthetic questions or exploring new ideas/places as appropriate to motivate students</li> <li>• A for Attend - by directing pupils' attention to engage in top-down processing by using explicit learning goals, chunking learning, using the 3 Cs (comparing contrasting and categorisation) and zooming in and out from the overview to the detail of the topic being taught.</li> <li>• R for Relate - When teaching establish meaningful chunks of new information/skills and relate them to existing knowledge by e.g., using mnemonics, mental movies metaphors and analogies, schematic representations and applying the 3Cs</li> <li>• Use appropriate schematic diagrams and knowledge organiser shapes to support learners to make sense of new knowledge.</li> </ul>	
9	2nd Jan - 5th Jan	<p>Learn how to ...</p> <ul style="list-style-type: none"> <li>• Reflect and be able to discuss your own positionality in relation to physical education with your mentor/tutor.</li> <li>• Effectively advocate for PE in your school/professional network, based on your position.</li> <li>• Reflect upon the impact that Education, Physical Education and School Sport has on the educational experiences of young people and be able to discuss these with your mentor/tutor.</li> </ul>	

During the weekly mentor meeting, the subject mentor is required to discuss how the AT has been supported in applying elements of the BCU curriculum into their teaching practice for that week.

# Y1 & Y3 Mentor CPD dates



The next round of mentor CPD is taking place online on the following dates:

**Monday 9<sup>th</sup> January: 4-5:45pm**

**Wednesday 18<sup>th</sup> January: 4-5:45pm**



Please note subject mentors only need to attend one CPD training event. Links to the meetings can be found on the webpage here:

[Secondary partnerships - Mentor CPD - School of Education and Social Work | Birmingham City University \(bcu.ac.uk\)](https://www.bcu.ac.uk/secondary-partnerships-mentor-cpd-school-of-education-and-social-work)



# Contact Details



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***If you have any concerns regarding your Associate Teacher, placement expectations or documentation, please get in touch ASAP.***

***If you are unsure of who your AT's University Tutor is, contact the UG Secondary SLT inbox or Subject Leaders.***

BA PE Subject Leaders:

- Gemma Taylor: [Gemma.Taylor@BCU.ac.uk](mailto:Gemma.Taylor@BCU.ac.uk)
- Grant Huddleston: [Grant.Huddleston@BCU.ac.uk](mailto:Grant.Huddleston@BCU.ac.uk)

BSc Bio Subject Leader:

- Leanne Gould: [Leanne.Gould@bcu.ac.uk](mailto:Leanne.Gould@bcu.ac.uk)

General Course Enquiries:

[UGSecondarySLT@BCU.ac.uk](mailto:UGSecondarySLT@BCU.ac.uk)

Additional tutors supporting BA PE:

- Paul Sanders: [Paul.Sanders@BCU.ac.uk](mailto:Paul.Sanders@BCU.ac.uk)
- Emma Barnes: [Emma.Barnes@BCU.ac.uk](mailto:Emma.Barnes@BCU.ac.uk)

Biology tutors:

- Helen Thomas: [Helen.Thomas@BCU.ac.uk](mailto:Helen.Thomas@BCU.ac.uk)
- Philippa Foord: [Philippa.Foord@BCU.ac.uk](mailto:Philippa.Foord@BCU.ac.uk)
- Shane Walsh: [Shane.Walsh@BCU.ac.uk](mailto:Shane.Walsh@BCU.ac.uk)

