

***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: PGCE Secondary

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# 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 PGCE 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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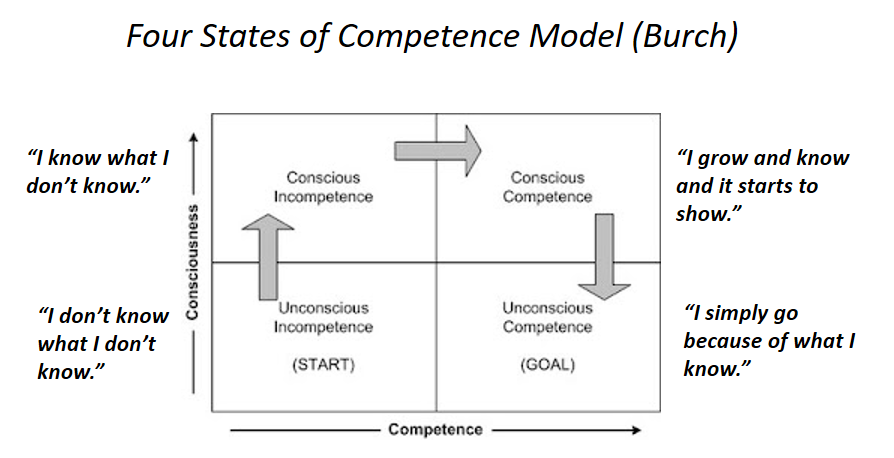
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# The Principles of Effective Mentoring in ITE

**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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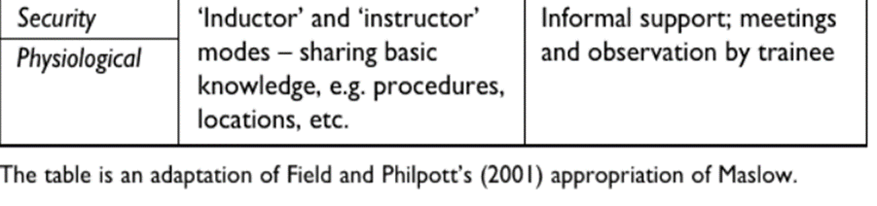


Figure 2: Sears, 2018

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 PGCE. You can also access a copy of this year’s Progress Journal on the BCU Secondary PGCE 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 [here.](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/secondary-partnerships/documentation)

## 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 PGCE 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.**

You will see that the BCU Learning Observation Record can be used for two purposes:

* Whole class observations
* Targeted learner observations.

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.**

Internally we have mapped these principles to the Teachers’ Standards – **you will not need to refer to the Teachers’ Standards at any point during your training year.**

Teachers’ Standards as a summative assessment judgement:

All teachers completing their initial teacher training are assessed against the Teachers’ Standards identified in the ITT Core Curriculum Framework at the end of their training year. The ITT Core Curriculum Framework Teachers’ Standards are available used within the weekly Progress Journal meeting pages and are also available online.

Birmingham City University, as an accredited provider of ITE, is accountable and responsible for making the professional judgement of whether each trainee teacher has demonstrated the range of skills, knowledge, understanding and values required to be recommended for QTS at the end of their training programme. Although the QTS Award and The Teachers’ Standards are not graded, for internal Quality Assurance purposes we use a BCU Tracker which directly links to our ITE Core Content to measure progress throughout a trainee’s development. The BCU Tracker uses a set of progress descriptors (the 4 Es – Emerging, Establishing, Embedding and Enhancing) for each of the eight foci in Part One of the Teachers’ Standards and serves as guidance towards the standard that can reasonably be expected of trainee teachers at the point of recommendation for the award of QTS.

Figure 3: generic BCU tracker guidance

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| **Standard Prompts** | **Exploring (EXP)**  **Works with clearly focused support** | **Establishing (EST)**  **Works confidently under direction** | **Embedding (EMB)**  **Growing independence** |
| ITT Core Curriculum Framework (DfE, 2019) | Attainment at this level by the end of training indicates failure to meet the expectations for the award of QTS. | Attainment required to make the judgement for the recommendation for the award of QTS | Attainment required to make the judgement for the recommendation for the award of QTS. |

All BCU trainees recommended for the award of QTS, must meet all the standards at least at Establishing Level across the ITT Core Curriculum Framework’s Teachers’ Standards 1-8.

Part Two of the ITT CCF Teachers’ Standards relates to personal and professional conduct. Trainees embarking on a programme of ITE must demonstrate that they possess the required professional attitudes and behaviours as an element of the selection process. No matter which route to QTS they follow all trainees are expected to demonstrate high professional standards from the outset of their training. For that reason, the guidance on the standards in Part Two are not graded – this is simply a pass/fail choice. To support this understanding, all BCU trainees commit to a contract to uphold professional standards when they complete their initial enrolment.

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.

Assessment Points:

Over the academic year BCU tutors will conduct Progress / Review Meetings and use this data to inform their decision of whether the trainee has successfully met all areas of the ITT CCF Teachers’ Standards at QTS level by the end of their training.

In preparation for these Progress / Review Meetings trainees and tutors will ask you review progress with your trainee teacher using your knowledge of their progress evidence at that point in time.

* Prior to your mentor meeting at this point of the School Based Training placement, your trainee will have considered where their evidence indicates their progress on the BCU ITE Curriculum Progress Tracker by underlining key statements.
* You will then review their self-assessment and follow the guidance in the Progress Journal on how to validate and annotate the BCU ITE Curriculum Tracker.
* In addition, at the end of each school based training experience you will be asked to complete an end-point assessment form which you sign and ask the trainee to upload into their One Drive folder and Moodle – it is also useful to email a signed copy of this to the BCU Tutor ahead of the Progress / Review Meetings. Blank Copies and example Progress / Review forms are available for you to download from the [BCU Partnership Website.](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/secondary-partnerships/documentation)

Key dates for Progress Review meetings are:

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| --- | --- |
| **Core PGCE and School Direct** | ***Teach Central School Direct only*** |
| 20 September 2021 - Introductory PRM | 20 September 2021 - Introductory PRM |
| 6 December 2021 – PRM 1 | 8 November 2021 – PRM 1 |
| January 2022 – informal PRM 2 meetings | 13 December 2021 – PRM 2 (Assessment Point 1 end-point) |
| 7 February 2022 – PRM 3 Assessment Point | 28 February 2022– PRM 3 |
| 4 April 2022– PRM 4 | 4 April 2021 – PRM 4 |
| 23 May 2022 – PRM 5 (QTS review) | 23 May 2022 – PRM 5 (QTS review) |
| 4 July 2022 – PRM 6 (QTS Assessment Point | 4 July 2022 – PRM 6 (QTS Assessment Point) |

# 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 PGCE 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 PGCE 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.

*We have also included a copy of a RIT form for you reference in the appendices.*

# 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 PGCE 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

## BCU staff contacts

|  |  |  |
| --- | --- | --- |
| Name | Role | Email |
| School of Education and Social Work Hierarchy | | |
| Kevin Mattinson | Associate Dean and Head of School of Education and Social Work | Kevin.Mattinson@bcu.ac.uk |
| Helen Yorke | Head of Initial Teacher Education | Helen.Yorke1@bcu.ac.uk |
| Karen McGrath | Head of Department Secondary and PCET | Karen.McGrath@bcu.ac.uk |
| Kelly Davey-Nicklin | * PGCE Secondary Course Lead * Music subject lead | Kelly.DaveyNicklin@bcu.ac.uk |
| Grant Huddleston | Undergraduate QTS Course Lead | Grant.Huddleston@bcu.ac.uk |
| Amanda Brougham | Academic Lead for Secondary ITE Partnerships | Amanda.Brougham@bcu.ac.uk |
| Craig Davis | Education Partnerships Lead | Craig.Davis@bcu.ac.uk |
| PGCE course support roles | | |
| Manisha Pearce | Interim PGCE Placements Administrator | Manisha.Pearce@bcu.a.cuk |
| PGCE course tutor team | | |
| Christopher Bolton | * Module lead for Professional Enquiry * Drama subject lead | Christopher.Bolton@bcu.ac.uk |
| Will Swaithes | Interim Physical Education subject lead | William.Swaithes@bcu.ac.uk |
| Peter Carr | * Deputy module lead for Professional Studies * Art and Design subject lead | Peter.Carr@bcu.ac.uk |
| Fiona Darby | * Deputy Programme Lead * Module lead for Professional Studies * English subject lead | Fiona.Darby@bcu.ac.uk |
| Martin Duke | * Module lead Block A School Based Training * Maths tutor | Martin.Duke2@bcu.ac.uk |
| Heather Hatton | * Interim History subject lead | Heather.Hatton@bcu.ac.uk |
| Helen Elliott | * History subject lead (return to post March 2022) | Helen.Elliot@bcu.ac.uk |
| Tracey Goodyere | * Design and Technology subject lead | Tracey.Goodyere@bcu.ac.uk |
| Kerasia Lefkaditou | * Modern Languages subject lead | Kerasia.Lefkaditou@bcu.ac.uk |
| Don Newton | * Mathematics subject lead | Don.Newton@bcu.ac.uk |
| Paul Sanders | * Geography subject lead | Paul.Sanders@bcu.ac.uk |
| Gary Spruce | * Deputy module lead for Professional Enquiry | Gary.Spruce@bcu.ac.uk |
| Christine Swan | * Moodle support tutor * Computer Science subject lead | Christine.Swan@bcu.ac.uk |
| Kerry Taylor | * Deputy Programme Lead * Deputy module lead for Subject Pedagogy * Science subject lead | Kerry.Taylor@bcu.ac.uk |
| Jennifer Whitford | * Module Lead for Subject Pedagogy * Religious Education subject lead | Jennifer.whitford@bcu.ac.uk |
| *Our tutor team is ably supported by subject specific visiting lecturers, who you may meet at tutor visits.* | | |

## Course Specific Calendar

**School Based Training Placement Timetable** (Core PGCE)

**School Based Training Phase 3**

26 Apr- 1 Jul: Trainees return to their Home School and progress to

* Planning and adapting teaching to the specific needs of pupils
* By 6 June, build up to 14 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
* Undertake a range of duties expected of a qualified ECT (form tutor tasks, duties, reporting to and meeting parents etc.)
* Directed tasks in the PGCE Progress Journal to gather of evidence of their achievement as outlined in the BCU ITE curriculum and the ability to meet all aspects of the Teachers’ Standards in evidence

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.

**School Based Training Phase 2**

4 Jan – 18 Feb: Trainees progress to

* Planning and adapting teaching to the specific needs of pupils
* 7 hours solo teaching across KS3/4/ 5 (if available/ appropriate)
* 6 hours active classroom support in main and second subject
* Directed tasks in the PGCE Progress Journal to gather of evidence of their achievement as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and PMs will ensure that SMs submit end of Phase Progress reports to BCU.

***After the February half term trainees resume their teaching experience with a 6 week placement in a different school within the BCU Partnership (SBT 2B)***

14 Feb: Induction day at Second School. The PM will ensure they get a clear introduction to:

* The second school’s operational requirements for staff and students
* Key policies for teachers and access to pupil data
* A programme of structured observations of expert colleagues in the trainees’ subjects
* An timetable for teaching
* Opportunities for trainees to meet and start subject preparation tasks with their SM

1 Mar- 8 April: Trainees start teaching their Second School and start to work within their subject departments with their SM. Expectations for trainees are that they:

* Plan teaching episodes aligned to Dept. schemes and specific needs for pupils
* Within 2 weeks build up to 8 hours solo teaching across KS3/4
* Spend up to 4 hours undertaking structured observations of expert colleagues within the Dept.(directed by PM/ SM)
* Directed tasks in the PGCE Progress Journal to gather of evidence of their achievement as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU.

These notes provide a brief overview of SBT placements to assist mentors in delivering BCU teacher training in 2021/22.

**School Based Training Phase 1**

19 Oct – 22 Oct: Trainees attend induction in the Home School. The PM will ensure they get a clear introduction to:

* The Home School’s operational requirements for staff and students
* Key policies for teachers and access to pupil data
* A programme of structured observations of expert colleagues in the trainees’ subjects
* An initial phase 1 timetable for teaching
* Opportunities for trainees to meet and start subject preparation tasks with their SM

2 Nov- 17 Dec: Trainees start to work within their subject departments with their SM. Expectations for trainees are that they:

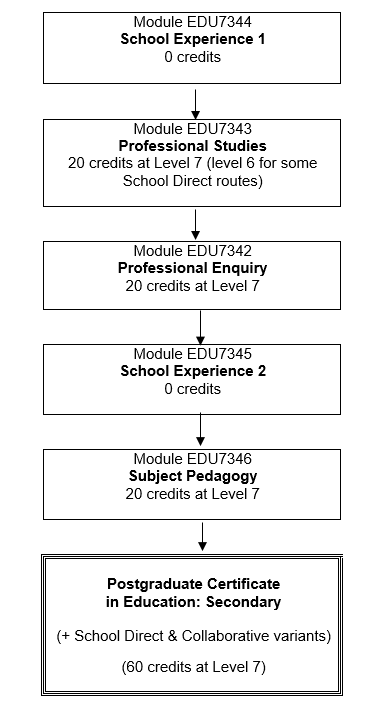
* Plan teaching episodes aligned to Dept. schemes
* Spend 6 hours supporting in lessons with expert colleagues
* Build up to 5 hours solo teaching of classes across KS3/4
* Complete directed tasks in the PGCE Progress Journal to gather of evidence of their professional development as outlined in the BCU ITE curriculum

SMs will have opportunities to work with BCU subject leads and conduct regular formative reviews of progress with trainees using the BCU ITE curriculum. PMs will ensure that SMs submit End of Phase Progress reports to BCU

|  |  |  |
| --- | --- | --- |
| **Week** | **Mon** | **Tuesday -Friday** |
| 30-Aug-21 |  |
| 06-Sep-21 | Initial School Engagement Week | |
| 13-Sep-21 | BCU | |
| 20-Sep-21 | Intro Review Meeting | BCU |
| 27-Sep-21 | BCU | |
| Mentor CPD 1 |
| 04-Oct-21 | BCU | |
| 11-Oct-21 | BCU | |
| 18-Oct-21 | BCU | SBT Phase 1 Induction |
| 25-Oct-21 | Half-term / Reading Week | |
| 01-Nov-21 | BCU | SBT Phase 1 |
| SM drop in |
| 08-Nov-21 | BCU | SBT Phase 1 |
| 15-Nov-21 | BCU | SBT Phase 1 |
| 22-Nov-21 | BCU | SBT Phase 1  SBT Phase 1 |
| 29-Nov-21 | BCU | SBT Phase 1 |
| 06-Dec-21 | Review Mtg 1 | SBT Phase 1 |
| 13-Dec-21 | BCU | SBT Phase 1 |
| SM drop in |
| 20-Dec-21 | Christmas Break | |
| 27-Dec-21 | Christmas Break | |
| 03-Jan-22 | Bank Holiday | SBT Phase 2 (A) |
| 10-Jan-22 | BCU | SBT Phase 2 (A) |
| 17-Jan-22 | BCU | SBT Phase 2 (A) |
| 24-Jan-22 | BCU | SBT Phase 2 (A) |
| 31-Jan-22 | BCU | SBT Phase 2 (A) |
| Mentor CPD 2 |
| 07-Feb-22 | Prog M 1 | SBT Phase 2 (A) |
| 14-Feb-22 | **SBT Phase 2 (B)** induction | SBT Phase 2 (A) |
| 21-Feb-22 | Half-term / Reading Week | |
| 28-Feb-22 | BCU | SBT Phase 2 (B) |
| 07-Mar-22 | BCU | SBT Phase 2 (B) |
| SM drop in |
| 14-Mar-22 | BCU | SBT Phase 2 (B) |
| 21-Mar-22 | BCU | SBT Phase 2 (B) |
| 28-Mar-22 | BCU | SBT Phase 2 (B) |
| 04-Apr-22 | Review Mtg 2 | SBT Phase 2 (B) |
| 11-Apr-22 | Easter Break | |
| 18-Apr-22 | Easter Break | |
| 25-Apr-22 | BCU | SBT Phase 3 |
| 02-May-22 | BCU | SBT Phase 3 |
| Mentor CPD 3 |
| 09-May-22 | BCU | SBT Phase 3 |
| 16-May-22 | BCU | SBT Phase 3 |
| 23-May-22 | Prog M 2 | SBT Phase 3 |
| 30-May-22 | Half-term / Reading Week | |
| 06-Jun-22 |  | SBT Phase 3 |
| 13-Jun-22 |  | SBT Phase 3 |
| SM drop in |
| 20-Jun-22 |  | SBT Phase 3 |
| 27-Jun-22 |  | SBT Phase 3 |
| 04-Jul-22 | Prog M 3  (QTS) | BCU / Enrichment Week |

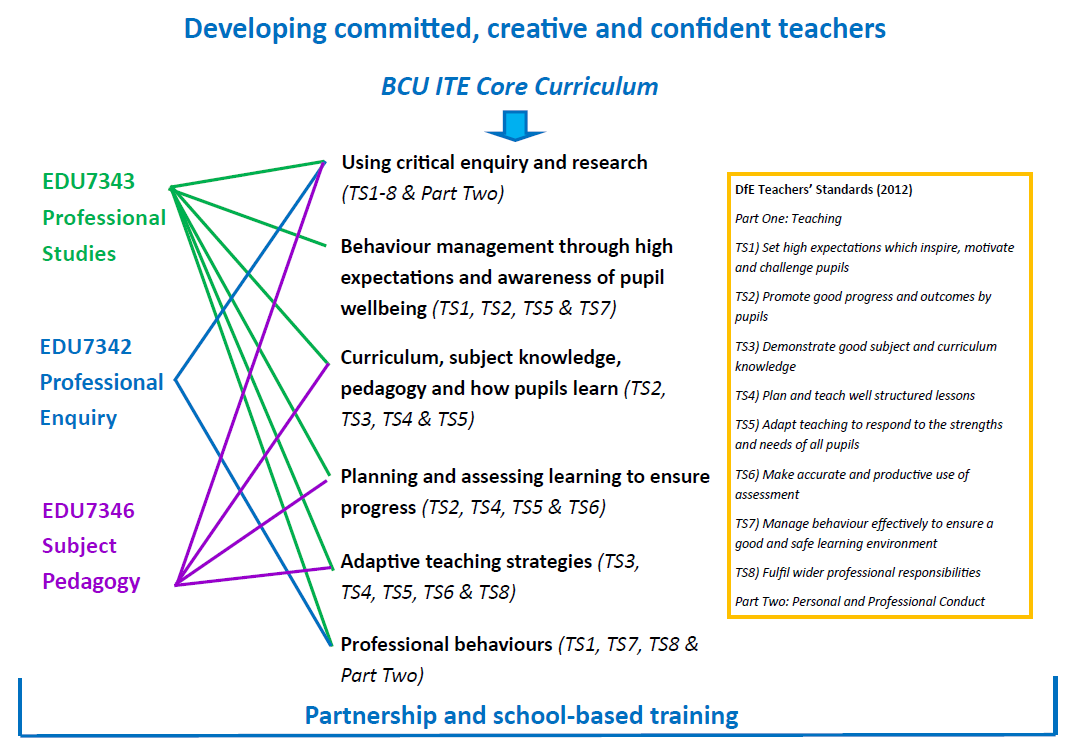
# Course Specific Module Information

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.



Ways in which this links to the BCU ITE Curriculum are:

**Developing creative, committed, confident and collaborative teachers**



## Course Specific Assignment Deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| Module Title | Aims | Key dates | |
| **Diagnostic Task**  *Internal academic baseline assessment*  0 credits | This task requires you to research into your aspirations as a teacher and compose a short written critical reflection. This is an opportunity to explore and demonstrate that you understand the academic requirements for this level of study. There will be online guides and tutorials to support the task. Outcomes will determine what additional support you may need to access to support your studies. | **Launch to trainees** | **Submission deadline** |
| 6th September 2021 | 15th October 2021 |
| Module EDU7344  **SBT[[4]](#footnote-4) Experience 1**  0 credits | This module encompasses your first period of School Based Training in your placement school. During this experience, you will demonstrate that you are beginning to understand core elements and applications of teaching your subject in your placement school and department. | **Starts** | **Ends** |
| 19th October 2021 | 18th February 2021 |
| Module EDU7343  **Professional Studies**  20 credits at Level 7 | You will undertake a series if sessions and reading to explore core aspects of knowledge and practice such as how to plan, assess, manage behaviour, meet the needs of different pupils etc. Then you will be asked to demonstrate further research to develop your knowledge and understanding of these aspects of a teacher’s role in a formal written task. | **Launch to trainees** | **Submission deadline** |
| 11th October 2021 | 4th January 2022 |
| Module EDU7346  **Subject Pedagogy**  20 credits at Level 7 | This core module runs for the full academic year. You will work with subject experts to understand the content and research-led pedagogies appropriate to your specialist subject. Then in the summer term you will research a subject specific pedagogy to address a common mis-conception in your context in order to plan, deliver and evaluate a series of lessons using this teaching approach. | **Launch to trainees** | **Submission deadline** |
| 22nd November 2021 | 6th June 2022 |
| Module EDU7342  **Professional Enquiry**  20 credits at Level 7 | This module requires you to critically reflect on a significant incident during your teaching experience. You will use research to explore the context and professional considerations exposed by the incident. You will then identify ways in which this incident has consolidated your professional aspirations and understanding of yourself as a teacher. | **Launch to trainees** | **Submission deadline** |
| 17th November 2021 | 25th April 2022 |
| Module EDU7345  **SBT Experience 2**  0 credits | This module encompasses your second period of School Based Training in your placement school. During this experience your will demonstrate that you have consolidated further understanding and application of core elements of teaching your subject in your placement school and department. | **Launch to trainees** | **Submission deadline** |
| 1st March 2021 | 30th June 2022 |

BCU ITE Curriculum Tracker

( to be added)

## 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**  Actions taken by the trainee to support learning. | **Impact on learners**  Please ensure that feedback in this section comments on the impact on the learning and the impact for specific groups of learners. | **Questions for trainee to consider during the post-observation discussion**  Please ensure that feedback in this section comments on the impact on the learning and the impact for specific groups of learners. |
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**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**  Actions taken by the trainee to support learning. | **Impact on learners**  Please ensure that feedback in this section comments on the impact on the learning and the impact for specific groups of learners. | **Questions for trainee to consider during the post-observation discussion**  Please ensure that feedback in this section comments on the impact on the learning and the impact for specific groups of learners. |
| 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, the addition of facts and detail lower on the page.  Teacher prompts to review prior learning supported identified LPA pupils. | Why did you target only 3 pupils to attempt the challenge task? How could you have made this task available to more pupils? |
| 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’. It is encouraging to hear some pertinent questions around structure. | A wide range of pupils begin exploring this key word through dialogic questioning and then consolidate their learning with further explanation and examples from their existing knowledge. Ideas are recorded as a list on the board. These are recorded in their exercise books. | Are there any language conventions that you could identify in later lessons with pupils? |
| 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. 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. | Pupils copy the pyramid structure down into their books as a key reference tool. You do not move on until you are confident all have a correct record (show me used) | 1) Well done for adding a timer and a challenge for this task. 8 minutes to copy this down – is that challenging / high enough expectations? 2) Could they have labelled the features themselves – perhaps if the pyramid was placed alongside the front page? 3) In addition, could they have related the pyramid to their own front page? |
| 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, you then return to the pyramid and pupils are asked to consider whether this structure fits with the article which leads to a developmental discussion. | 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?’ |
| 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. 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. | 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? |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**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

## Learning Event: Progress Review Meeting Form

**Date:** Click or tap to enter a date.

1. Briefly describe the ‘Critical Incident’[[5]](#footnote-5) which stimulated your critical reflection and led to your professional growth at this point in your training.

|  |
| --- |
| Click or tap here to enter text. |

2. In response to this ‘Critical Incident’ identify the research-informed[[6]](#footnote-6) 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 Learning Event:

|  |  |
| --- | --- |
| **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. |

## Rapid Improvement Target process

Stage 1

At the earliest opportunity after a concern has arisen, the class teacher/mentor and/or university tutor discusses the concerns with the trainee. In this discussion the Rapid Improvement Targets, supported by evidence from the trainee’s practice, need to be shared with the trainee. The trainee will have the opportunity to share their perceptions of the concerns and a joint understanding is established.

A Rapid Improvement Target Form is completed to:

* Record and identify the issue(s) which give cause for concern in relation to the Teachers’ Standards;
* Record and agree a maximum of three targets which are focused explicitly on areas for improvement;
* Record and agree intervention actions for the trainee;
* Record and agree intervention strategies to support the trainee for the class teacher/mentor/university tutor;
* Record and agree a date which will give enough time for trainees to demonstrate progress, to review outcomes.

The trainee and the class teacher/mentor/university tutor sign the form and a copy is sent to [kelly.daveynicklin@bcu.ac.uk](mailto:kelly.daveynicklin@bcu.ac.uk)

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

Stage 2

In a professional discussion between the trainee and the class teacher/mentor and/or the university tutor the Rapid Improvement Targets Form is used to:

* Review the targets using the full range of evidence;
* If sufficient progress has been made by the trainee, normal training routines resume;
* A copy of the completed Rapid Improvement Targets Form is sent to [kelly.daveynicklin@bcu.ac.uk](mailto:kelly.daveynicklin@bcu.ac.uk)

If insufficient progress has been made a Rapid Improvement Target Form is used to agree:

* The areas of concern and set revised targets;
* Intervention actions for the trainee, class teacher/mentor and/or university tutor are agreed as part of the Rapid Improvement Targets;
* Using professional judgement, a timescale of up to 10 working days is set for the trainee to focus on the rapid improvement targets;
* All observations and meetings should focus on the cause for concern targets.

The trainee and the mentor/university tutor sign the form and a copy is sent to: kelly.daveynicklin@bcu.ac.uk

If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.

Stage 3

A formal review of targets, using the full range of evidence, by the trainee, class teacher/mentor and/or university tutor. There are three possible outcomes from the formal review:

1. If sufficient progress has been made, the Rapid Improvement Targets ends and the normal training routines resume;
2. If limited progress has been made, the mentor/university tutor and trainee review the issues, revise the targets and the rapid improvement targets are extended and Stage 3 can be repeated. If the university tutor is not present the class teacher/mentor emails or calls the university tutor to inform them of the discussion. The university tutor will consult the course leadership team and may offer additional visits.
3. If insufficient progress has been made proceed to Stage 4.

Stage 4

The mentor/senior school leader/ university tutor contacts the course team to discuss the trainee’s progress. There are two possible outcomes:

1. It is agreed that a further Rapid Improvement Target Form would be appropriate and targets and intervention support are agreed and Stage 3 repeated;
2. It is agreed that the trainee has failed to meet the Teachers’ Standards at the appropriate level so has failed the placement. Proceed to Stage 5.

Stage 5

The mentor/senior school leader completes an exit interview with the trainee so that the trainee understands the evidence that was used to judge their performance against the Teachers’ Standards.

The trainee meets with a member of the course leadership team to discuss the evidence and to agree targets for improvement and the record for a failed placement is completed.

The placement records are reviewed by the course team and the decision is referred to the Head of Department for review.

An email is sent to the trainee with a copy to the Professional Development Tutor.

A de-brief meeting takes place between the university tutor and the relevant school personnel, leading to a report of arising issues and actions when necessary.

Stage 6

The Head of Department decides if there is any evidence or circumstances that require further investigation

The RIT form is [accessible here](https://www.bcu.ac.uk/education-and-social-work/partnerships-and-collaborations/secondary-partnerships/mentoring)

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. School Based Training [↑](#footnote-ref-4)
5. Tripp’s (1993) Critical Incident Framework is used to support teachers who are new to the profession who might struggle to identify situations that should be used to reflect on their own professional development. [↑](#footnote-ref-5)
6. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-6)