Secondary Mentor CPD1

BIRMINGHAM CITY University

17 October & 1 November 2022

New Mentor CPD

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

- Lofthouse R. (2019)

What do you expect?

Knowing what to do and when …

As a mentor you will juggle many aspects of the role – e.g.:

- Listening to your AT's ideas
- Giving information about an aspect of practice
- Assisting planning

- What else?

At the heart of mentoring

What will your Associate Teacher expect from you?

An expert colleague in their:
- Subject
- Context

A professional / role model in their:
- Subject
- Context

Clear communication

A regular commitment to a weekly mentor meeting within which you reflect on practice so far and plan ahead

What should you expect from your Associate Teacher?

Commitment to learning how to teach their:
- Subject
- In your context

An emerging professional understanding of their role

Clear communication

Weekly Mentor Meetings

Weekly mentor meetings review:

- Observed lessons from the previous week (at least 2)
- Aspects of the BCU ITE Curriculum in your subject for this week
- Linking centre-based-training to school-based-training context
- Planning for the week ahead (2 formal lesson plans)
- Identified gaps in AT's subject knowledge related to curriculum being taught
- SMART **subject specific** targets

As your mentoring relationships develop, it is important that you develop and sustain effective communication and social interaction skills [-namely] attentive listening, high level listening skills and having a sense of humour.

Hudson and Hudson, 2013, cited in Howard et al 2020: 24

BCU ITE Training Partnership

Centre-Based-Training:

- Expert colleague in a specialist subject
- **Learn that**… - research-informed knowledge of how to teach
- Subject specific pedagogy
- Research-informed professional knowledge (e.g., BfL , AfL, Adaptive Teaching, professional responsibilities)
- Critical reflection of research informed practice

School-Based- Training:

- Expert colleague in a specialist subject
- **Learn how to** … - context specific practice building on research informed knowledge
- Curriculum knowledge and practice
- Professional knowledge in context (e.g., Behaviour Policy, marking and assessment, working with other professionals to support teaching etc.)
- Competency in the classroom to meet QTS expectations

The BCU ITE Curriculum

1. All partners are required to fully understand **how the integrated BCU ITE curriculum works to enable trainees to learn about the distinctiveness of the subjects that they are training to teach.**
2. BCU is required to outline and communicate to all partners essential knowledge that Associate Teachers must learn in each subject.
3. Associate Teachers' school-based experiences must build on the content that they have been introduced to elsewhere in the ITE curriculum.
4. Associate Teachers must be guided appropriately to benefit from an appropriate balance of general and subject specific advice and guidance.

The role of mentors

5. Mentors must fully understand their role in reinforcing the centre-based learning with the Associate Teachers.
6. Mentors must be guided sufficiently well to undertake important aspects of their role, such as how to provide subject specific feedback and how to set appropriate targets which focus on the uniqueness of teaching a secondary age-phase subject.

Weekly Mentor Meetings

Weekly mentor meetings review:

- Observed lessons from the previous week (at least 2)
- Aspects of the BCU ITE Curriculum in your subject for this week
- Linking centre-based-training to school-based-training context
- Planning for the week ahead (2 formal lesson plans)
- Identified gaps in AT's subject knowledge related to curriculum being taught
- SMART **subject specific** targets

Subject specific targets

Intent	Implementation	Impact
• Introduce a new concept with a model prepared by the AT	• AT prepares model on worksheet • Model reviewed by the AT at the start of the lesson • Learners asked to imitate the model in a solo task	• Many pupils copy the model almost word for word in their books • In the plenary no pupils can identify how the model supports the new concept

- What target would you set after seeing this in a lesson?
- How would you make the target **subject specific**?
- How will you break the target down into manageable steps to achieve within a week?

Example

<u>English</u>

Deconstruct and co-contrast a model textual analysis paragraph (PEA) with pupils to consolidate the process:

- Colour code / label and explain the method of the PEA process in your next prepared model
- Select a new quotation and use targeted questions to the class to construct a further model using their ideas to shape the P and A
- Test impact in next lesson by asking pupils to work in pairs to construct a further model paragraph

Using subject specific terminology to guide the AT

Target is broken down to be :
Specific
Measurable
Achievable
Relevant
Timed

Subject specific targets

Intent	Implementation	Impact
• Introduce new vocabulary to the class	• AT verbally defines the new word and verbally gives 3 examples of the word in context • Word written on board • Learners asked to recall the word in the plenary	• Two pupils are able to recall part of the word's definition

- What target would you set after seeing this in a lesson?
- How would you make the target **subject specific**?
- How will you break the target down into manageable steps to achieve within a week?

Example

RE:

Use a Frayer model to explore the etymology of words used to describe God in your next lesson

- Prepare and deconstruct a model how to use the model to introduce omniscient
- Co-construct with pupils (and dictionaries) a model to introduce omnipresent
- In pars pupils construct a model to explore omnipotent

Using subject specific terminology to guide the AT

Target is broken down to be :
Specific
Measurable
Achievable
Relevant
Timed

Be kind …

- **The best mentors are kind.** They do not expect their Associate Teacher to be perfect. They tell them it is okay to get things wrong.
- They allow their Associate Teacher 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 an Associate Teacher to have a go and try new things. They will create a safe space for them to ask questions - until they 'get it'.
- As Associate Teachers 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 an Associate Teacher, 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

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17 October & 1 November 2022

Keynote

The BCU ITE Curriculum

- PGCE specific guidance – Kelly Davey Nicklin
- BA/ BSc (Hons) with QTS specific guidance – Grant Huddleston
- Mentor and AT tasks

The sequencing of our BCU ITE Curriculum into phases (which ensures that we go beyond the minimum requirement of the Core Content Framework)

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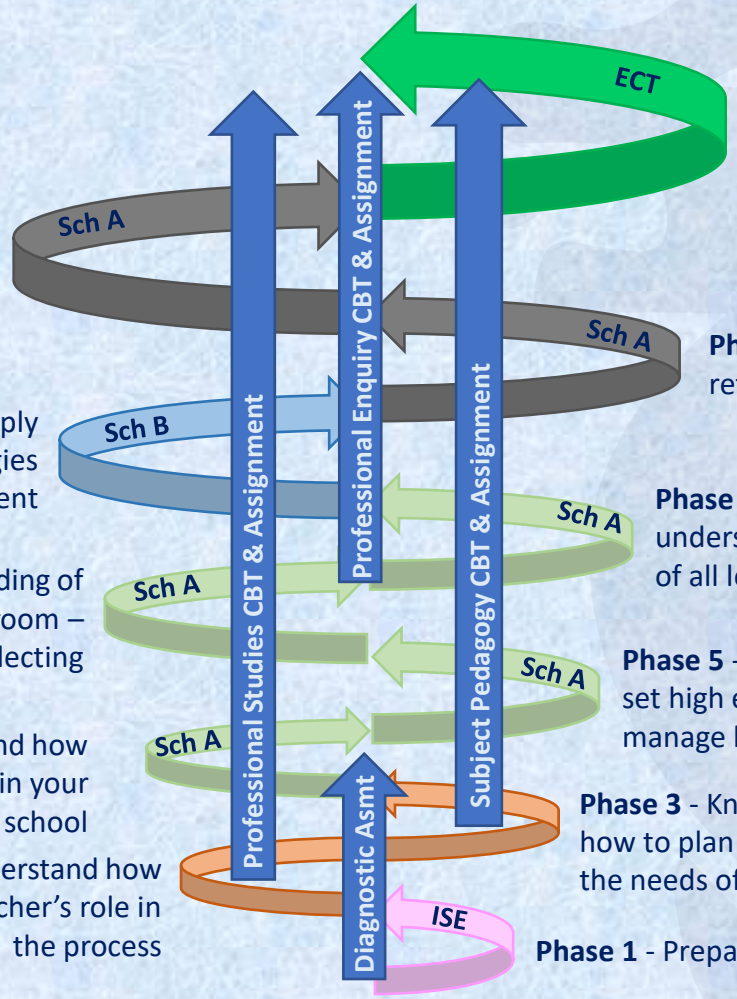

Phase 11 - Becoming an Early Career Teacher and sustaining your professional development

Phase 10 - Sustained independent professional practice – embedding composite teaching practice

Phase 9 - Consolidation of critically reflective and inclusive teaching practice

Phase 8 - Remember, compare and apply knowledge of teaching and learning strategies within a new school environment

Phase 7 - Remember and apply an understanding of how to meet the needs of all learners

Phase 6 - Remember and apply an understanding of how to implement curricula in the classroom – planning, teaching and reflecting

Phase 5 - Remember and apply ways to set high expectations, and ways to manage behaviour

Phase 4 - Know, remember and understand how to meet the needs of all learners within your wider role within a school

Phase 3 - Know, remember and understand how to plan for curriculum delivery that meets the needs of all learners

Phase 2 - Know, remember and understand how pupils learn and the Associate Teacher's role in the process

Phase 1 - Preparing to become an Associate Teacher

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The BCU ITE Curriculum Themes

A	Associate teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning
B	Associate teacher's classroom practice establishes effective behaviour management using high expectations and awareness of pupil wellbeing
C	Associate teacher knows more, remembers more and applies subject knowledge and subject-specific pedagogy to impact on pupils' progress
D	Associate Teacher uses knowledge about how pupils learn to plan and assess learning to ensure that all pupils make progress
E	Associate Teacher implements effective adaptive teaching approaches to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.
F	Associate Teacher demonstrates professional behaviours and contributes effectively to the wider life of the school.

Our Curriculum Themes ensure that our curriculum content encompasses the breadth of the Core Content Framework and beyond

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Key Dates Autumn/Spring 2022-23

- **School Experience 1 Placement: Thursday 20th October 2022 – Friday 10th February 2023** (the end date may vary for some School Direct routes)
- This placement covers phases 5 – 7 on the Associate Teacher curriculum map.
- Mondays are always with BCU mostly Subject Pedagogy but sometimes Professional Studies (school placements are Tuesday – Friday)
- **Review from School Mentor (formative assessment)** – to be received by **Friday 16th December (end of phase 6)**
- **Progress Review (End of School Experience 1 Module Assessment)** – to be received by **10th February 2023**

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Associate Teacher Contact

- ATs will email to their Professional and Subject mentor:

✓Pen Portrait (with photo)

✓Subject Knowledge Tracker

✓Safeguarding letter (they also have a hard copy of this)

In their email they will also ask what time you want them to arrive on Thursday (for ATs new to their placement, i.e. not Teach Central/Bishop Challoner)

All ATs have also been asked to bring a form of photo ID with them along with their DBS in case any schools need to see this in addition to their BCU safeguarding letter.

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Suggestion for Core trainees (and School Direct – not TC/BC):

INDUCTION DAYS: Lots of observing (where possible), gathering relevant info (policies/procedures) and paperwork.

WEEKS 1-2 (after half-term): By the end of the 2nd full week – timetable to be provided on BCU template. More observing, interaction and support in lessons.

WEEK 3: ATs start to take responsibility for sections of lessons, e.g. starters/plenaries.

WEEK 4/5 (Start of Phase 6): ATs take responsibility for teaching some lessons on their timetable. BCU tutor will visit and jointly observe teaching in Phase 6.

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sections of lessons, e.g. starters/plenaries.

W (start of Phase 6): ATs take responsibility for teaching some lessons on their timetable. BCU tutor will visit and jointly observe teaching in Phase 6.

This is a GUIDE only and some Associate Teachers may need a little longer to settle before taking responsibility for teaching parts of lessons or whole lessons

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- 14 hours specialist subject lessons on the timetable, which includes...
  - **7 hours leading**
  - 7 hours supporting (where possible, this number can be reduced where curriculum time is limited)
  - ATs need experience in all three key stages where possible (i.e. Key Stage 3, 4 & 5)

ATs should start teaching their full 7 hours per week from January as they work towards the end of their first assessment phase. Before Christmas, ATs build towards 5 hours per week that they take responsibility for.

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- Remainder of timetable:
  - 2nd subject where possible but not a priority for school 1 (anything they have studied at post-16 or beyond) – DT and Science do not need to consider a second subject
  - Tutor/form group (not linked to subject mentor)
  - Observation (in and out of dept)
  - Meetings, INSET, etc.
  - Out of Hours / Extra-Curricular
  - Parents' Evenings
  - Weekly Review meeting (with subject mentor)
  - PM / WSI (Whole School Issue) sessions

ATs HAVE BEEN TOLD THAT THEY MUST BE PRESENT FOR ALL LESSONS THAT APPEAR ON THEIR TIMETABLE – EVEN IF THEY ARE NOT TEACHING THEM YET

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Medium-term planning - Units of Work

- ATs gather existing units and annotate them in regards to the amendments they make to existing units.
- For some units they may wish to you use the BCU unit of work template. There is a guidance document to support them.
- Units of work (i.e. long-term planning) must be authorised by the subject mentor before ATs take responsibility for a class.

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Short-term planning - Lesson Planning

- Full lesson plan to be completed for a minimum of two lessons per week (linked to formal lesson observations).
- A reduced version of a lesson plan template will be provided for ATs to use for all other lessons (all lessons must still be planned). As an alternative, ATs may use the school placement lesson plan template or another template that you have authorised.

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RIT Process (Rapid Improvement Targets)

- Interventions and support will be put in place if a placement is at risk of being failed.
- The RIT process lasts 10 working days with specific targets that MUST be addressed.
- If RIT targets are NOT fully met, this can result in a failed placement and/or referral to Student Governance for Fitness to Practice (depending upon the nature of the concerns).

Assessment Towards QTS

This year, Associate Trainee progress towards achieving QTS is monitored and assessed in the following ways:

- **The Curriculum Map** (used to ensure that School-Based Training aligns with Centre-Based Training)
- Use of the **Assessment Tracker** (assessment against the BCU ITE Curriculum Themes)
- Use of **Weekly Mentor Meeting Records** (to document AT progress on a weekly basis)
- **Learning Observation Records** (LORs – used for lesson observation feedback)
- **Critical Incident Forms** (used alongside review and progress assessment forms from Subject Mentors)

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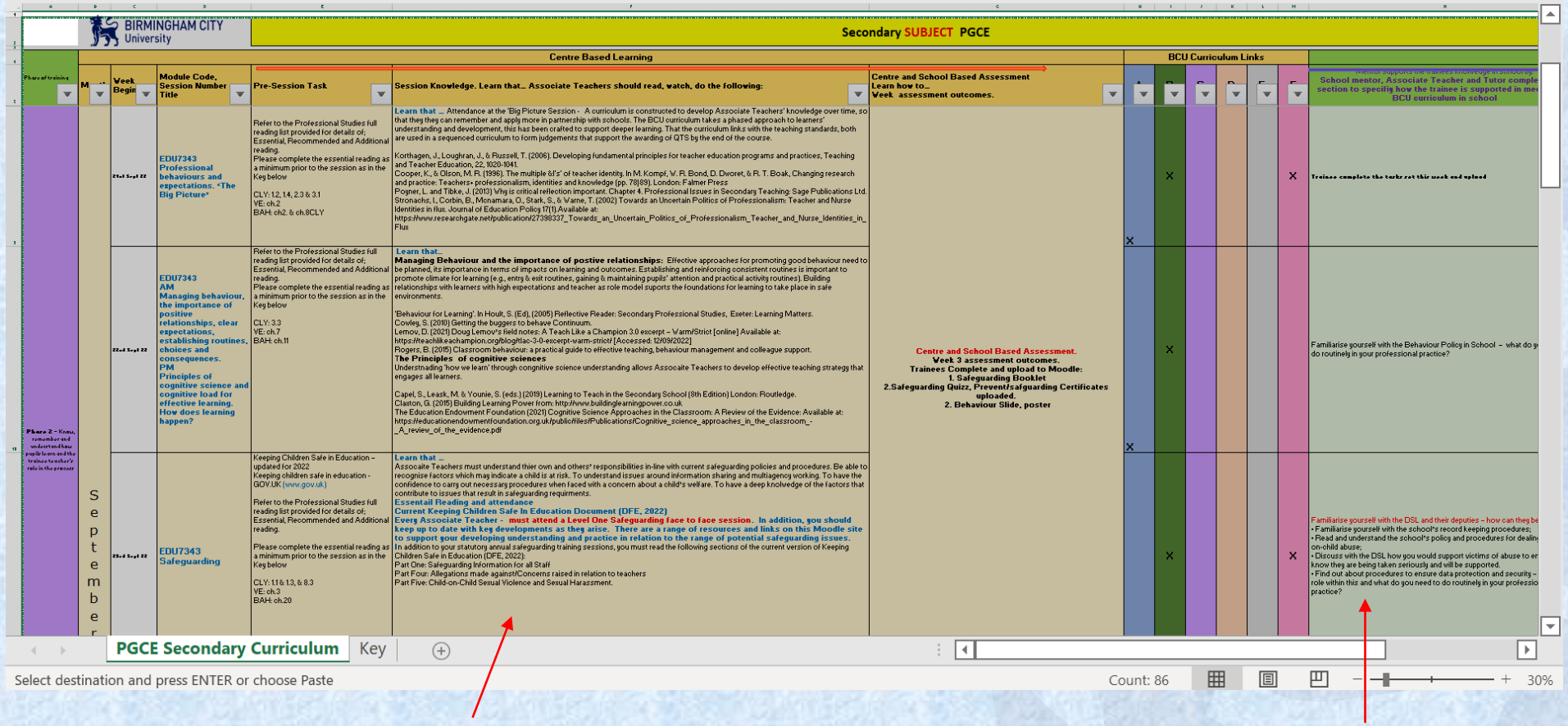
The Curriculum Map

Each Associate Teacher will have a curriculum map for their subject saved in their OneDrive



The orange side outlines the Centre-Based Learning for the whole year by phase

The green side outlines how learning from the orange side is being applied in school

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The Curriculum Map

- The Curriculum Map will triangulate between school mentors, the Associate Teacher, and BCU tutor to ensure that School-Based Training is complimenting and enhancing Centre-Based Training - the right hand column that evidences this will be updated when a BCU tutor conducts a school visit.

- The Curriculum Map should be used weekly so that you and your Associate Teacher can remind yourselves about what they have learned so far and they can then focus on how to apply that learning in the school placement.

- This map will support your knowledge of the BCU ITE Curriculum.

- Curriculum map example….

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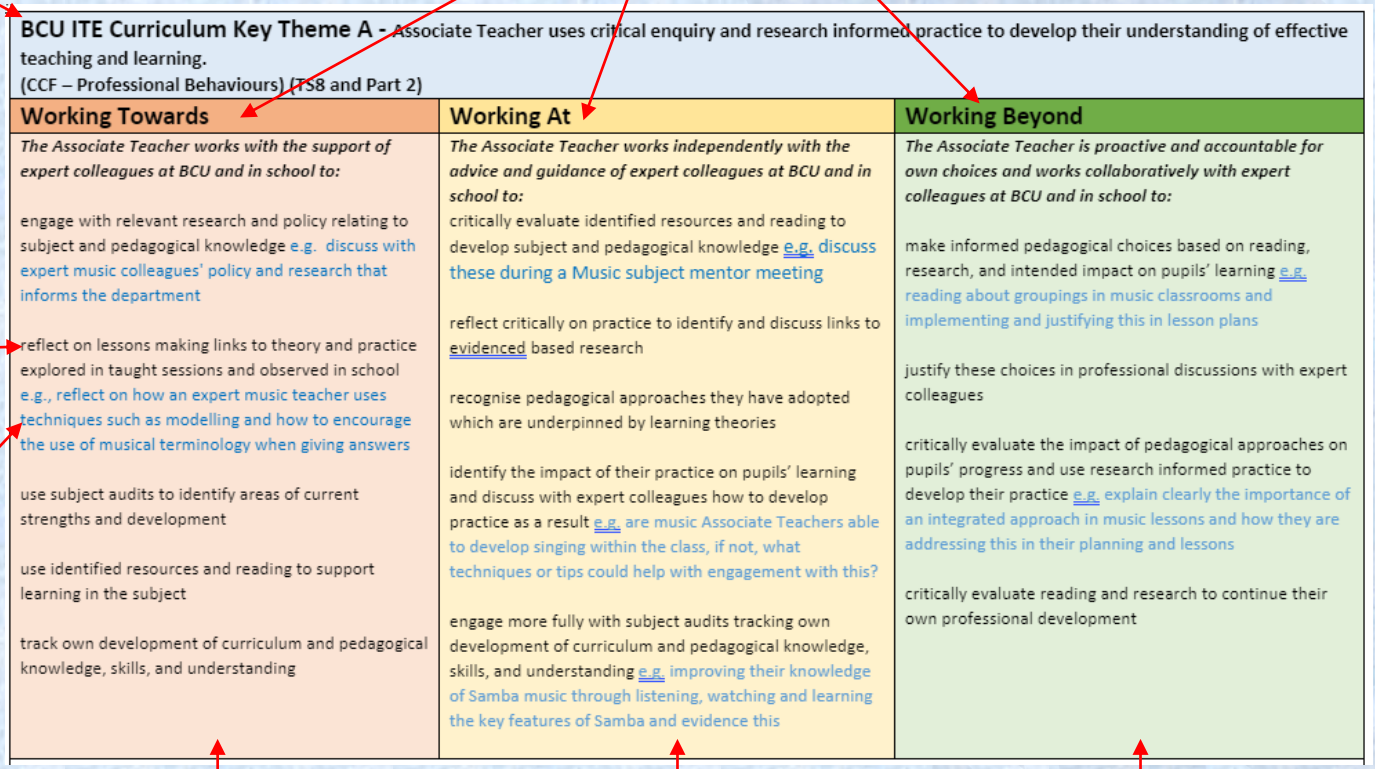
The Assessment Tracker

The Assessment Tracker includes a page that looks like this for each BCU ITE Curriculum Theme

There are three levels of achievement for each theme



BCU ITE Curriculum Key Theme A - Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
(CCF – Professional Behaviours) (TS8 and Part 2)

Working Towards	Working At	Working Beyond
The Associate Teacher works with the support of expert colleagues at BCU and in school to:	***The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:***	***The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:***
engage with relevant research and policy relating to subject and pedagogical knowledge e.g. discuss with expert music colleagues' policy and research that informs the department	critically evaluate identified resources and reading to develop subject and pedagogical knowledge e.g. discuss these during a Music subject mentor meeting	make informed pedagogical choices based on reading, research, and intended impact on pupils' learning e.g. reading about groupings in music classrooms and implementing and justifying this in lesson plans
reflect on lessons making links to theory and practice explored in taught sessions and observed in school e.g., reflect on how an expert music teacher uses techniques such as modelling and how to encourage the use of musical terminology when giving answers	reflect critically on practice to identify and discuss links to evidenced based research	justify these choices in professional discussions with expert colleagues
use subject audits to identify areas of current strengths and development	recognise pedagogical approaches they have adopted which are underpinned by learning theories	critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice e.g. explain clearly the importance of an integrated approach in music lessons and how they are addressing this in their planning and lessons
use identified resources and reading to support learning in the subject	identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result e.g. are music Associate Teachers able to develop singing within the class, if not, what techniques or tips could help with engagement with this?	critically evaluate reading and research to continue their own professional development
track own development of curriculum and pedagogical knowledge, skills, and understanding	engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding e.g. improving their knowledge of Samba music through listening, watching and learning the key features of Samba and evidence this	

Text in black is the same across all subjects

Text in blue is relevant to your subject

All Themes to be assessed at least here by the end of School 1 (Feb half-term)

All Themes to be assessed at least here by the end of School 2 and to be awarded QTS

You might be achieving here in some areas by the end of School 2

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Working Towards

Working At

(minimum achievement for QTS)

Working Beyond

September	October	November	December	January	February	March	April	May	June	July
	School Experience 1 Module EDU7344				School Experience 2 Module EDU7345					
	School A				School B		School A			Additional time if needed
Phases 1-3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8		Phase 9		Phase 10	Phase 11

At least 3 themes assessed as **'Working Towards'** (must include Theme F)

All themes assessed as at least **'Working Towards'** to pass SBT1)

At least 3 themes assessed as ' **'Working At'** (must include Theme F)

All themes assessed as **'Working At'** to be on track for QTS)

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PGCE Tutor Visits

- Each AT will have six visits in school from a BCU tutor across the year, one per phase
- In most cases this will be the ATs allocated BCU tutor but sometimes a different tutor may visit you.
- Professional Mentors will supported via separate visits from our link tutor team.
- The visiting BCU tutor will review the ATs documents via their OneDrive link.
- The visiting BCU tutor will also ensure that the AT and mentor have responded to the curriculum map as relevant to the current phase.

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Phase	Visit	Assessment	Additional Info
Phase 5 - "Remember and apply ways to set high expectations, and ways to manage behaviour"	Tutor Visit 1 (in person)	Settling in review during first tutor visit	First visit within the first few weeks
Phase 6 – "Remember and apply an understanding of how to implement curricula in the classroom – planning, teaching and reflecting"	Tutor Visit 2 (in person)	Review of assessment tracker – 3 themes must be at 'Working Towards' to be on track and this must include theme F	Second visit will include a joint observation (BCU tutor and mentor to observe together)
Phase 7 – "Remember and apply an understanding of how to meet the needs of all learners"	Tutor Visit 3 (in person or online)	Progress review – all themes must be at 'Working Towards' to pass School 1 placement	Third visit could be online if AT is on track. Additional visits may be scheduled if AT is on a RIT. If School 1 is not passed, ATs can retake it.
Phase 8 – "Remember, compare and apply knowledge of teaching and learning strategies within a new school environment"	Tutor Visit 4 (in person)	Review of assessment tracker – 3 themes must be at 'Working At' to be on track and this must include theme F	This is the only phase to take place in a contrasting placement.
Phase 9 – Consolidation of critically reflective and inclusive teaching practice"	Tutor Visit 5 (in person)	Progress Review – all themes must be at least at 'Working At' to be on track for achieving QTS	This visit will include a joint observation again.
Phase 10 – "Sustained independent professional practice – embedding composite teaching practice	Tutor Visit 6 (in person or online)	QTS Assessment	The final visit will be focused on ensuring the AT is ready to be awarded QTS.

School Xmas Break

February half-term

School Easter Break

May Half-Term

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Learning Observation Record

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PGCE Secondary – Learning Observation Record

Associate Teacher Name:	School Name:
Subject & Class/Year/Group/Set:	Observation Date
BCU ITE Curriculum Phase: Choose an item.	

The Associate Teacher should identify up to 3 BCU ITE Curriculum Themes that they would like to be the focus of their observation. This should be agreed and discussed prior to the observation taking place.

Choose an item.
Choose an item.
Choose an item.

The observation record is in two parts; part 1 being a reflective overview of the lesson guided into 3 columns, and part 2 being the identification of strengths and necessary targets based on the lesson. When observing the Associate Teacher, make sure you are aware of the curriculum phase that they are currently engaged with (as identified above and via the Curriculum Map) so that you are aware of what the Associate Teacher currently knows and understands – your observation feedback should focus on what the Associate Teacher is able to remember and apply in the context of the themes identified.

AT identifies the Curriculum Phase the observation is taking place in

AT identifies 3 Themes that they want the observer to focus their feedback on

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Learning Observation Record

PGCE Secondary – Learning Observation Record

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

Teaching and learning strategies used by the Associate Teacher This column should focus on the actions of the Associate Teacher during the observation	**Impact of these strategies on pupil learning within the subject** This column should focus on the impact on the learning and the impact on specific pupils or groups of pupils	**Questions for the Associate Teacher to consider during the post-observation discussion** The questions here should inform the structure of the feedback meeting

Feedback to be structured into these three columns

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Learning Observation Record

PGCE Secondary – Learning Observation Record

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

Lesson strengths linked to learners' progress (identify 3): 1) 2) 3)	Curriculum Theme (if different to the themes identified on the first page) Choose an item. Choose an item. Choose an item.
Developmental actions arising out of the observation (identify 3): How can the Associate Teacher promote better pupil learning and progress in their **specialist subject**? 1) 2) 3)	Curriculum Theme (if different to the themes identified on the first page) Choose an item. Choose an item. Choose an item.

Name of Observer	Role of Observer	Joint Observation?	Name of Joint Observer (if applicable)	Role of Joint Observer (if applicable)
	Choose an item.	Choose an item.		Choose an item.

Strengths and targets to be identified on the final page and the targets must be **subject-specific** (examples will be provided for subject mentors)

Learning Observation Record

- Please ensure that the AT is observed at least twice a week (once a week for Bishop Challoner) and use a Learning Observation Record (LOR) to feedback (see example)
- Use the Assessment Tracker and the BCU ITE Core Curriculum as a guide for providing feedback and focus the feedback on the impact on the pupil's learning in the context of the subject.
- ATs will provide an LOR for the observer before their lesson begins, as they will have filled in the details at the top of the LOR.
- The AT needs to identify which BCU ITE Core Curriculum Themes they want the feedback to focus on.

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Weekly Mentor Meeting Record

- The journal is gone!
- Instead the AT will download one meeting record per week and store the completed version in their OneDrive
- We want to ensure that subject-specific targets are set on a weekly basis
- Associate Teachers are responsible for completing this document but they should complete it WITH their mentor in their weekly mentor meeting

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Weekly Mentor Meeting Record

The first page will capture targets for the week

BCU Weekly Mentor & Associate Teacher Meeting Record

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Date:	Click or tap to enter a date.	BCU ITE [insert subject] Curriculum Mentor Meeting Phase:	Choose an item.

Summary of subject specific areas of strength / achievements this week – reflections from previous targets and LORs

•

Curriculum Targets – Use the subject specific BCU ITE Curriculum Map to support this				Review of this target		
Target No.	Subject focused target?	How will you meet that target?	When will that target be met? How will you know (evidence?)?			
1.		•		Not achieved*	Partially achieved*	Achieved
2		•		Not achieved*	Partially achieved*	Achieved
3		•		Not achieved*	Partially achieved*	Achieved

*Targets can be carried over if not met initially. If carried over for more than 2 occasions, please consult your PM/BCU Tutor for additional support.

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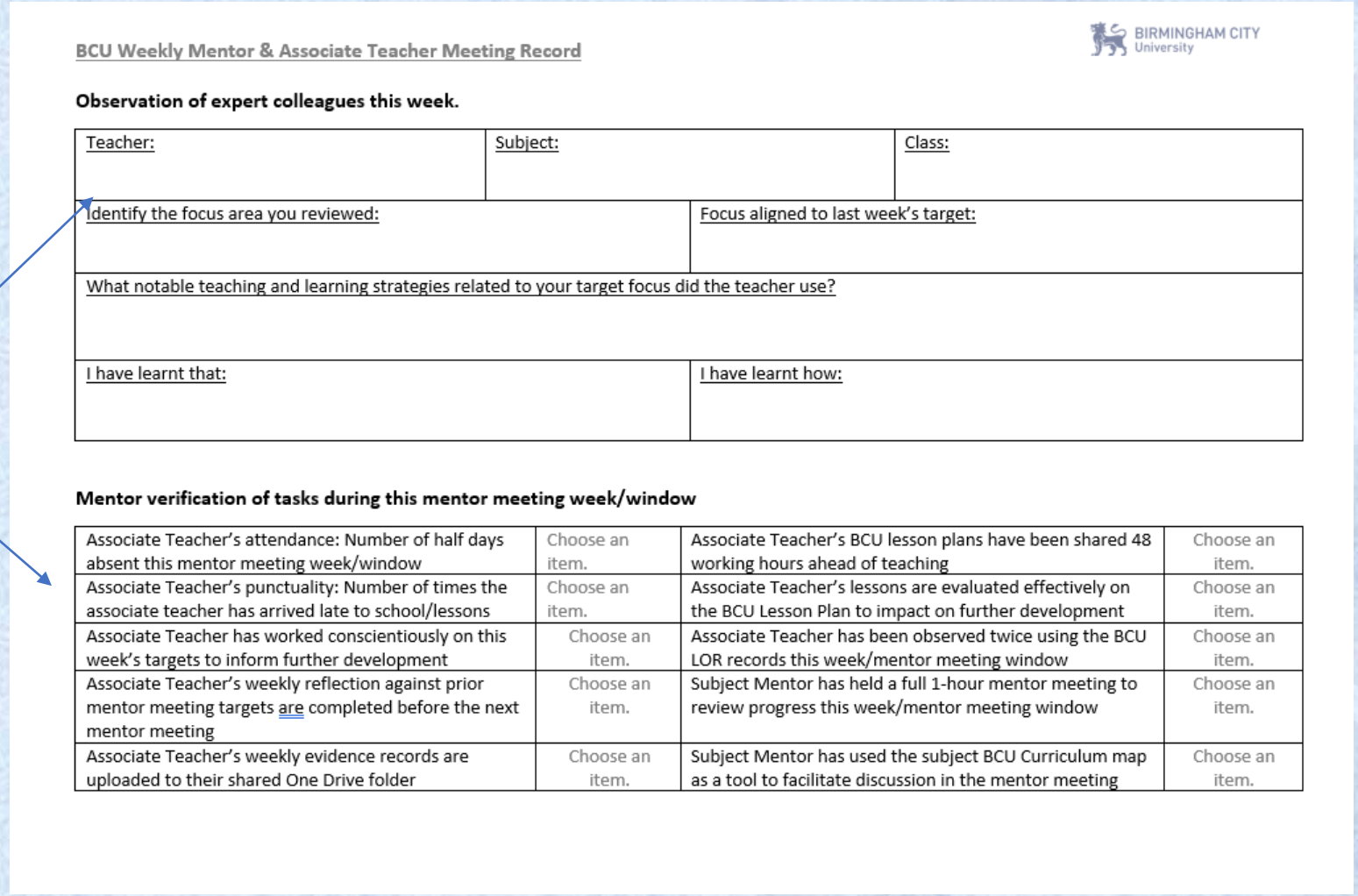
Weekly Mentor Meeting Record

The second page will enable the AT to evidence their own observation of an expert colleague along with a checklist for the week.



BCU Weekly Mentor & Associate Teacher Meeting Record

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Observation of expert colleagues this week.

Teacher:	Subject:	Class:
Identify the focus area you reviewed:	Focus aligned to last week's target:	
What notable teaching and learning strategies related to your target focus did the teacher use?		
I have learnt that:	I have learnt how:	

Mentor verification of tasks during this mentor meeting week/window

Associate Teacher's attendance: Number of half days absent this mentor meeting week/window	Choose an item.	Associate Teacher's BCU lesson plans have been shared 48 working hours ahead of teaching	Choose an item.
Associate Teacher's punctuality: Number of times the associate teacher has arrived late to school/lessons	Choose an item.	Associate Teacher's lessons are evaluated effectively on the BCU Lesson Plan to impact on further development	Choose an item.
Associate Teacher has worked conscientiously on this week's targets to inform further development	Choose an item.	Associate Teacher has been observed twice using the BCU LOR records this week/mentor meeting window	Choose an item.
Associate Teacher's weekly reflection against prior mentor meeting targets are completed before the next mentor meeting	Choose an item.	Subject Mentor has held a full 1-hour mentor meeting to review progress this week/mentor meeting window	Choose an item.
Associate Teacher's weekly evidence records are uploaded to their shared One Drive folder	Choose an item.	Subject Mentor has used the subject BCU Curriculum map as a tool to facilitate discussion in the mentor meeting	Choose an item.

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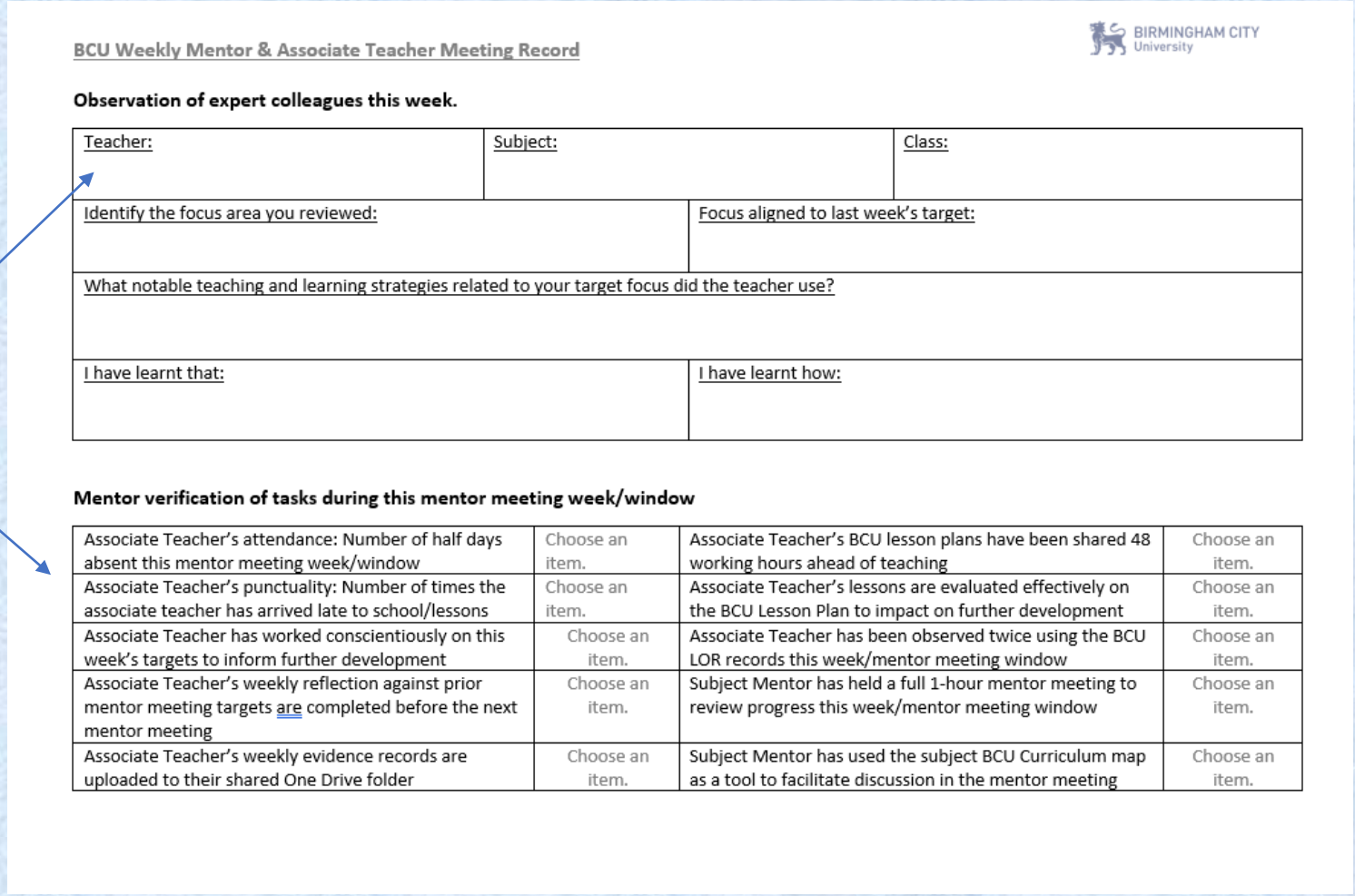
Weekly Mentor Meeting Record

The second page will enable the AT to evidence their own observation of an expert colleague along with a checklist for the week.



BCU Weekly Mentor & Associate Teacher Meeting Record

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Observation of expert colleagues this week.

Teacher:	Subject:	Class:
Identify the focus area you reviewed:	Focus aligned to last week's target:	
What notable teaching and learning strategies related to your target focus did the teacher use?		
I have learnt that:	I have learnt how:	

Mentor verification of tasks during this mentor meeting week/window

Associate Teacher's attendance: Number of half days absent this mentor meeting week/window	Choose an item.	Associate Teacher's BCU lesson plans have been shared 48 working hours ahead of teaching	Choose an item.
Associate Teacher's punctuality: Number of times the associate teacher has arrived late to school/lessons	Choose an item.	Associate Teacher's lessons are evaluated effectively on the BCU Lesson Plan to impact on further development	Choose an item.
Associate Teacher has worked conscientiously on this week's targets to inform further development	Choose an item.	Associate Teacher has been observed twice using the BCU LOR records this week/mentor meeting window	Choose an item.
Associate Teacher's weekly reflection against prior mentor meeting targets are completed before the next mentor meeting	Choose an item.	Subject Mentor has held a full 1-hour mentor meeting to review progress this week/mentor meeting window	Choose an item.
Associate Teacher's weekly evidence records are uploaded to their shared One Drive folder	Choose an item.	Subject Mentor has used the subject BCU Curriculum map as a tool to facilitate discussion in the mentor meeting	Choose an item.

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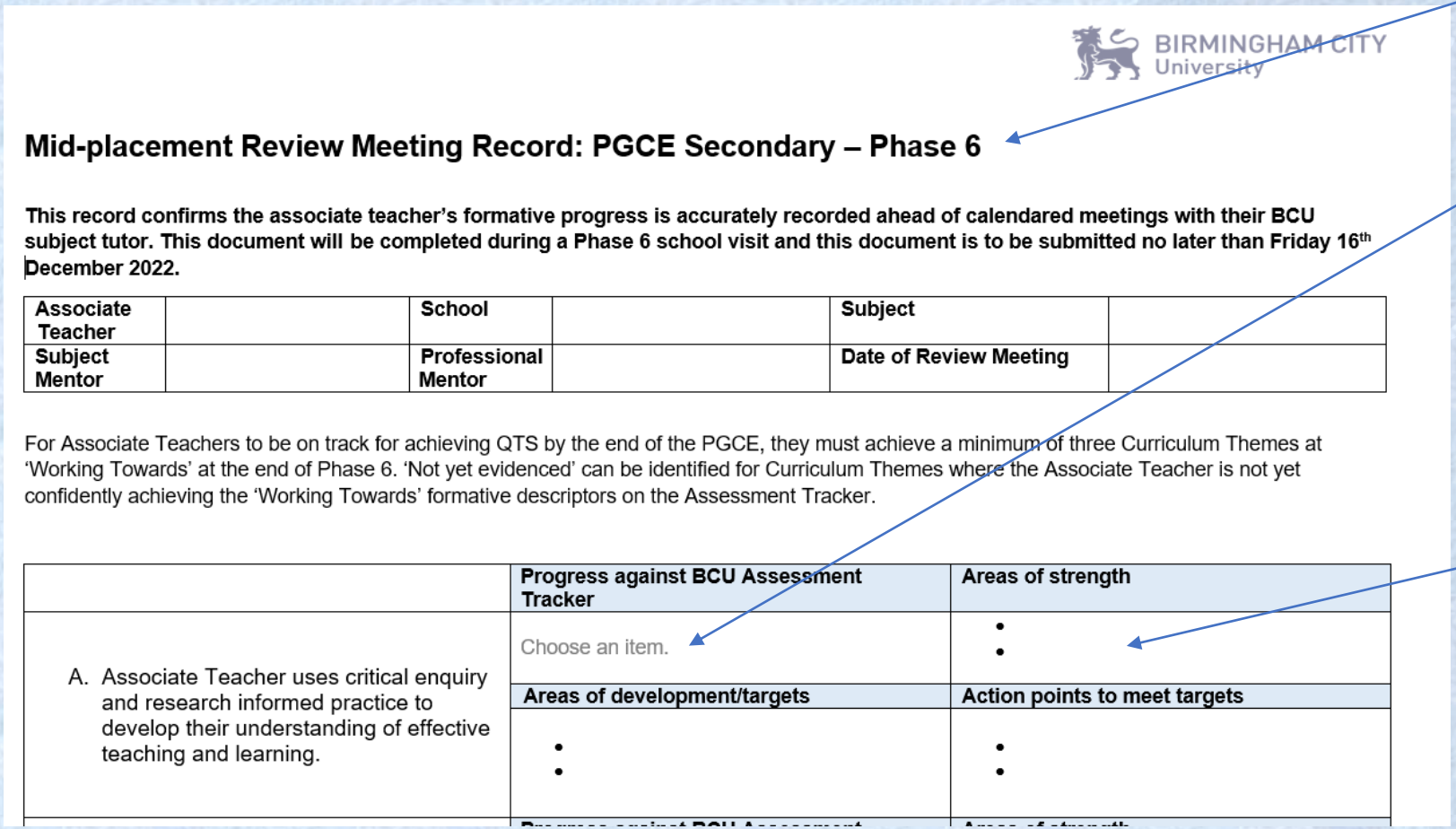
Mid and End Point Meeting Records



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Mid-placement Review Meeting Record: PGCE Secondary – Phase 6

This record confirms the associate teacher's formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor. This document will be completed during a Phase 6 school visit and this document is to be submitted no later than Friday 16th December 2022.

Associate Teacher		**School**		**Subject**	
Subject Mentor		**Professional Mentor**		**Date of Review Meeting**	

For Associate Teachers to be on track for achieving QTS by the end of the PGCE, they must achieve a minimum of three Curriculum Themes at 'Working Towards' at the end of Phase 6. 'Not yet evidenced' can be identified for Curriculum Themes where the Associate Teacher is not yet confidently achieving the 'Working Towards' formative descriptors on the Assessment Tracker.

	Progress against BCU Assessment Tracker	**Areas of strength**
A. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.	Choose an item.	•
	Areas of development/targets	**Action points to meet targets**
	•	•

Phase 6 & 8 will be 'mid-placement' assessments

For each curriculum theme, use the Assessment Tracker to identify if the AT is 'Working Towards' or 'Working At'. If the AT is not yet meeting the 'Working Towards' criteria, select 'Not yet evidenced'

Identify areas of strength, development/targets and action points to support the AT going into the next phase

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Mid and End Point Meeting Records

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End of Placement Review Meeting Record: PGCE Secondary – Phase 7

This record confirms the associate teacher's formative progress is accurately recorded ahead of calendared meetings with their BCU subject tutor. This document will be completed during a Phase 7 school visit and this document is to be submitted no later than Friday 10th February 2023.

Associate Teacher		**School**		**Subject**	
Subject Mentor		**Professional Mentor**		**Date of Review Meeting**	

For Associate Teachers to be on track for achieving QTS by the end of the PGCE, they must achieve all Curriculum Themes at 'Working Towards' at the end of Phase 7. 'Not yet evidenced' can be identified for Curriculum Themes where the Associate Teacher is not yet confidently achieving the 'Working Towards' formative descriptors on the Assessment Tracker.

	Progress against BCU Assessment Tracker	**Areas of strength**
A. Associate Teacher uses critical enquiry and research informed practice to develop their understanding of effective teaching and learning.	Choose an item.	•
	Areas of development/targets	**Action points to meet targets**
	•	•

Phase 7 & 9 will be 'End Point' assessments

For each curriculum theme, use the Assessment Tracker to identify if the AT is 'Working Towards' or 'Working At'. If the AT is not yet meeting the 'Working Towards' criteria, select 'Not yet evidenced'

Identify areas of strength, development/targets and action points to support the AT going into the next phase

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Professional Mentors

Agenda:

- Professional Mentor expectations
- Subject Mentor expectations
- Communication from BCU and sources of information
- Placement Link Tutors
- Most significant changes

Professional Mentor

- **Be familiar with the BCU ITE Curriculum and how it is used in partnership to secure the development of BCU Associate Teachers**
- Identify an experienced colleague in the Associate Teacher's specialist subject who will be their Subject Mentor over the training year
- Ensure Subject Mentors access and use all current BCU paperwork, to record lesson observations and assessment points
- Ensure that the BCU Partnerships Team have a current name and email address for all Subject Mentors working with BCU Associate Teachers
- Respond in a timely manner (48 working hours) to all communication from the BCU Placement Link Tutor (PLT) and maintain regular contact with said BCU PLT in line with quality assurance schedules
- Prepare an induction for incoming Associate Teachers before each School Based Training period, which covers school specific Safeguarding requirements and core school policies (BfL, assessment, Teaching and Learning etc)
- **Quality assure all individual Subject Mentor observations and assessments at least once in the academic year – we suggest a paired observation or observed mentor meeting as a strategy to do this and supply a QA form to be submitted and reviewed with your PLT**
- Notify BCU PLT of any well-being or performance concerns relating to their BCU Associate Teacher

Subject Mentor

- **Guide and support the Associate Teacher's professional development and subject specific pedagogical knowledge in line with the subject specific BCU ITE Curriculum – using the BCU Weekly AT & Mentor Meeting Records to record targets and review progress**
- Attend BCU Mentor CPD sessions termly
- Work in partnership with the BCU Subject Lead to support and monitor the development of their BCU Associate Teacher– conducting joint observations and joint mentor meetings whenever possible
- Access all Secondary ITE paperwork related to their role from the BCU Secondary PGCE Partnership Webpages
- In weekly mentor meetings model strategies to guide the BCU Associate Teacher's development of new skills aligned to their specialist subject
- **Use the subject specific BCU ITE Curriculum weekly foci and subject specific targets to set high leverage context and subject specific targets to support and train the BCU Associate Teacher**
- Read and act on weekly BCU Subject Bulletins to keep up to date with the subject specific foci identified within the BCU ITE Curriculum
- Update the school's Professional Mentor on the Associate Teacher's progress each half term.

BCU Communications

To Professional Mentors:

- Monthly Professional Mentor Bulletin

To Subject Mentors:

- Weekly Subject Mentor Bulletins

Generic Information:

- BCU Secondary Partnerships Webpage
- YouTube recordings of operational processes

BCU Tutor Visits

To support Professional Mentors:

- 4 visit windows (at least 1 face to face) with Placement Link Tutors

To support Subject Mentors:

- 6 school visits over PGCE year
- Regular visits to support BA/ BsC (Hons) with QTS Associate Teachers (no. TBC)

BCU Placement Link Tutors

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- **PLTs –** assigned on a regional basis to establish effective communication and support with **Professional Mentors in charge of ITT Placements**
- **Quality assurance** – to ensure all systems and processes support the development of our Associate Teachers in schools. **Ensuring that School-Based Training links to the BCU ITE Curriculum.**
- **Professional Mentors –** regular meetings, **at least 4 times a year** and at least **2 online keeping in touch meetings** in-between each visit
- **University Subject Tutors** will still be working with schools and mentors to support individual Associate Teachers on their placements and will make up to 6 school visits to support Subject Mentors.

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Placement Link Tutors

- **BCU PLTs** – will contact their identified **Professional Mentors** from November
- **Expectations** –
  - Ensure the BCU ITE Curriculum is used effectively within school
  - To develop Lead Mentor 'communities of practice' in preparation for the 2024 ITT quality requirements
- **Dates of all interactions:**

PLT meeting 1
7-18 November 2022

PLT meeting 2
3 January – 20 January 2023

PLT meeting 3
27 February –10 March 2023

PLT meeting 4
15 May – 2 June 2023

Subject Mentors

With our subject leads, subject mentors are currently discussing:

- Current research and literature that is being shared with subject cohorts
- Content of subject pedagogy module
- Priorities for the current cohort based on their subject knowledge gaps and engagement so far.

Most significant changes

- Lesson planning template has been updated to reflect current thinking around adaptive teaching (i.e. moving away from differentiated learning outcomes and differentiation by task)
- Learning Observation Record (LOR) has been updated so that it is more user friendly and encourages subject-specific feedback
- The use of the Curriculum Map to evidence where Centre-Based-Training is aligned with School-Based-Training
- The Assessment Tracker – now subject-specific and includes 3 levels of achievement: 'Working Towards', 'Working At' and 'Working Beyond'. **'Working At' is the minimum required achievement across all themes to achieve QTS.**
- Remember that we no longer assess against the Teachers' Standards during the PGCE. Teachers' Standards are to now be used as an end point assessment for QTS. Formative assessment leading to this is based upon our Curriculum Themes.

Placements Needed…

Subject	Postcode	Travel
Computer Science	B6 4TQ	PT
Computer Science	B8 1HD	PT
Computer Science	B15 3TN	car
Drama	B15 2DF	car
Drama	B36 8PN	Car
History	Cv3 1aq	PT
History resit (1 term)	Selly Oak	car
Music	B276GY	PT
PE	Stoke	PT
PE	B6 6NH	PT
PE	B17	PT
PE	B36 8LR	PT

Attendance

Please complete this form to register your attendance:

- https://forms.microsoft.com/r/62gJ0hfpHn