




CPD 1

6 or 9 November 2023



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- 
1. Welcome and updates
 2. Primary Partnership Website
 3. Supporting good mentoring
 4. Giving effective feedback
 5. Critical Incident reflection
 6. Feedback/Actions/next steps



Please add your name and email address to the chat bar



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1. Introductions and updates

- Introductions
- PGCE and BA Year 3 Associate Teachers
- CPD training 1 and 2
- Mentor Induction
- School Based Training Mentor Guidance 2023-24
- School Colleague Mentor Briefings

2. Primary Partnership Website



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Primary Partnership Website



Click here for
Primary Partnership
information



2. Primary Partnership Website



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Mentoring BCU Associate Teachers – Useful Links

Primary and Early Years Partnership

- Houses all key information
- BCU ITE Curriculum (support materials)
- BCU ITE Assessment Tracker
- Subject Specific Prompts and lesson observation exemplars

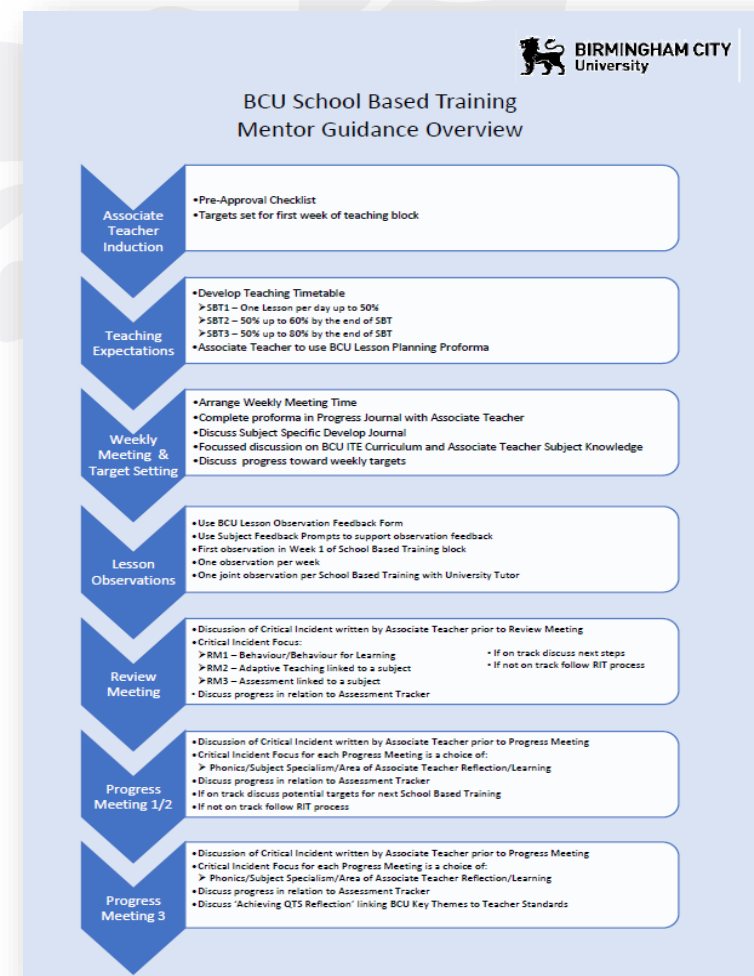


Supporting Associate Teachers

- Progress Journal
- Weekly Mentor Meetings
- Critical Incident support materials
- Review and Progress Meetings with University Tutor

Mentoring Guidance

- School Based Training Mentor Guidance
- Mentor CPD Calendar



[Mentor CPD and support](#)



2. Primary Partnership Website



The logo for Birmingham City School of Education and Social Work, featuring a stylized lion and the text "BIRMINGHAM CITY School of Education and Social Work".

Search icon

Graduation cap icon

Courses

Teacher Training

Childhood and Youth

Social Work

Research

Partnerships

About us

Home icon

Partnerships and collaborations

Primary and Early Years partnerships

Overview

Partnerships and collaborations Home Page

School Direct

Primary and Early Years partnerships

Secondary partnerships

Collaborative partners

Community partners

Early Career Teacher Support

Education journal magazine

Information for Mentors

Overview

BAQTS (Hons)

PGCE

Mentor CPD and support

Placement documents and briefings

ITE curriculum and subject prompts

BCU Hub Leads and ITE Mentors

Partnership info

Primary and Early Years partnerships

Overview

Opportunities

We are always looking to connect with new schools or reconnect with institutions we have worked with in the past. We have a diverse range of associate teachers on the routes through PGCE Primary and the three years of the BAQTS (Hons) in Primary Education. There are many advantages in having an associate teacher on site including being able to grow and nurture our next generation of Early Career Teachers.

A photograph of a male teacher sitting at a desk with two young students, a girl and a boy, who are looking at a book together.

You are likely to be using the three sections identified most to support your Associate Teacher.

This is a ‘one-stop’ point to access all relevant BCU information.





3. Supporting good mentoring



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| Link | Mentor Induction |
|---|---|
| Click to view Mentor Induction PowerPoint 2023-24 Click to access the Mentor Induction Video 2023-24 | <ul style="list-style-type: none">• Welcome and updates• Ways of working• Roles and Responsibilities• Mentoring Associate Teachers• Supporting Documentation and CPD dates• Market Review 2024 |

[Click on the link to access Mentor CPD and support](#)



CPD 1, 2 and Drop-in dates

| Date(s) | MS Teams Link | Content |
|--|--|--|
| 06 November or 09 November 2023 | 3.45 – 4.45 pm Click to join on Monday 6 November or Click to join on Thursday 9 November | CPD 1 <ul style="list-style-type: none">• Giving effective feedback, written and verbal• What makes a good mentor or good mentoring?• Supporting Associate Teachers in the critical incident step by step process |
| 21 November 23 November 2023 | 3.34 – 4.45 pm Click to join on Tuesday 21 November or Click to join on Thursday 23 November | CPD 2 <ul style="list-style-type: none">• Using the BCU ITE Curriculum to set appropriate SMART targets to support Associate Teacher development and progress• Critical incident update and quality of evidence• Assessing Associate Teachers accurately against the BCU ITE Assessment Tracker |
| 27 November or 28 November 2023 | 4.00 – 5.00 pm Click to join on Monday 27 November or Click to join on Tuesday 28 November | Drop-in <ul style="list-style-type: none">• Question and answer drop-in session to support all mentors in school |

3. Supporting good mentoring: Mentor CPD Calendar

Primary and Early Years PGCE and BA (QTS) 2023/24

| Primary and Early Years PGCE and BA (QTS) 2023/24 | | | | | | | | | | | | BA QTS Year 1 | BA QTS Year 2 | BA QTS Year 3 | PGCE | Mentor Training and Hub Interaction | School Colleague Mentor Briefings | BCU Conference |
|---|--------------------------------|------------------------------------|-----------------------------------|---------------------------------|--|---------------------------------|---------------------------------|--------------------------------------|-----------------------------|--------------------|-------------------|---------------|---------------|---------------|------|-------------------------------------|-----------------------------------|----------------|
| | September | October | November | December | January | February | March | April | May | June | July | | | | | | | |
| W | | 4 Y3 Mentor Briefing | 1 Holiday | | 3 Holiday | | | 3 Holiday | 1 Y1 Block PGCE SBT3 Block | 5 PGCE SBT3 Block | 3 PGCE SBT3 Block | | | | | | | |
| T | | 5 | 2 Holiday | | 4 Holiday | 1 Y2 Prelim PGCE SBT2 Prelim | | 4 Holiday | 2 Y1 Block PGCE SBT3 Block | 6 PGCE SBT3 Block | 4 PGCE SBT3 Block | | | | | | | |
| F | 1 | 6 | 3 Holiday | 1 Y3 Block PGCE SBT1 Block | 5 Holiday | 2 Y2 Prelim | 1 Y2 Block | 5 Bank Holiday | 3 Y1 Block PGCE SBT3 Block | 7 PGCE SBT3 Block | 7 PGCE SBT3 Block | | | | | | | |
| S | 2 | 7 | 4 | 2 | 6 | 3 | 2 | 6 | 4 | 8 | 6 | | | | | | | |
| S | 3 | 8 | 5 | 3 | 7 | 4 | 3 | 7 | 5 | 9 | 7 | | | | | | | |
| M | 4 PGCE Induction | 9 Y3 Prelims Mentor Induction | 6 CPD 1 PGCE SBT1 Y3 Block | 4 Y3 Block PGCE SBT1 Block | 8 Y1 Prelim | 5 Y1 Prelim PGCE SBT2 | 4 Y1 Prelim Y2 Block PGCE SBT2 | 8 | 6 Bank Holiday | 10 BCU Conference | 8 | | | | | | | |
| T | 5 PGCE ATs in school of choice | 10 Y3 Prelims Mentor Induction | 7 Y3 Block PGCE SBT1 Prelim | 5 Y1 Prelim Y3 Block PGCE SBT1 | 9 Y2 Mentor Briefing | 6 Y2 Block PGCE SBT2 Block | 5 CPD 4 Y2 Block PGCE SBT2 | 9 | 7 Y1 Block PGCE SBT3 Block | 11 PGCE SBT3 Block | 9 | | | | | | | |
| W | 6 PGCE ATs in school of choice | 11 Y3 Prelims PGCE AT Briefing | 8 Y3 Block PGCE SBT1 Prelim | 6 Y1 Prelim Y3 Block PGCE SBT1 | 10 | 7 Y2 Block PGCE SBT2 Block | 6 Y2 Block PGCE SBT2 Block | 10 PGCE SBT3 Mentor Briefing | 8 Y1 Block PGCE SBT3 Block | 12 PGCE SBT3 Block | 10 | | | | | | | |
| T | 7 PGCE ATs in school of choice | 12 Y3 Prelims Mentor Induction | 9 CPD 1 PGCE Y3 Block | 7 Y3 Block PGCE SBT1 Block | 11 Y2 Mentor Briefing | 8 Y2 Block PGCE SBT2 Block | 7 CPD 4 PGCE SBT2 Y2 Block | 11 PGCE SBT3 Mentor Briefing | 9 Y1 Block PGCE SBT3 Block | 13 PGCE SBT3 Block | 11 | | | | | | | |
| F | 8 PGCE ATs in school of choice | 13 Y3 Prelims | 10 PGCE UT Sign off Y3 Block | 8 Y3 Block PGCE SBT1 Block | 12 | 9 Y2 Block | 8 Y2 Block | 12 | 10 Y1 Block PGCE SBT3 Block | 14 PGCE SBT3 Block | 12 | | | | | | | |
| S | 9 | 14 | 11 | 9 | 13 | 10 | 9 | 13 | 11 | 15 | 13 | | | | | | | |
| S | 10 | 15 | 12 | 10 | 14 | 11 | 10 | 14 | 12 | 16 | 14 | | | | | | | |
| M | 11 | 16 Y3 Prelims | 13 Y3 Review PGCE SBT1 Block | 11 Y3 Progress PGCE SBT1 Block | 15 Y1 Prelim | 12 Holiday | 11 Y1 Prelim PGCE SBT2 Y2 Block | 15 Y1 Block | 13 Y1 Block PGCE SBT3 Block | 17 PGCE SBT3 Block | 15 | | | | | | | |
| T | 12 | 17 Y3 Prelims PGCE Mentor Briefing | 14 Y3 Block PGCE SBT1 Block | 12 Y1 Prelim Y3 Block PGCE SBT1 | 16 PGCE SBT2 Mentor Briefing | 13 Holiday | 12 Y2 Block PGCE SBT2 Block | 16 Y1 Block | 14 Y1 Block PGCE SBT3 Block | 18 PGCE SBT3 Block | 16 | | | | | | | |
| W | 13 | 18 Y3 Prelims | 15 Y3 Block PGCE SBT1 Block | 13 Y1 Prelim Y3 Block PGCE SBT1 | 17 Y2 Prelim PGCE SBT2 Mentor | 14 Holiday | 13 Y2 Block PGCE SBT2 Block | 17 Y1 Block | 15 Y1 Block PGCE SBT3 Block | 19 PGCE SBT3 Block | 17 | | | | | | | |
| T | 14 | 19 Y3 Prelims PGCE Mentor Briefing | 16 Y3 Block PGCE SBT1 Block | 14 Y3 Block PGCE SBT1 Block | 18 Y2 Prelim | 15 Holiday | 14 Y2 Block PGCE SBT2 Block | 18 Y1 Block PGCE SBT3 Prelim | 16 Y1 Block PGCE SBT3 Block | 20 PGCE SBT3 Block | 18 | | | | | | | |
| F | 15 | 20 Y3 UT Sign-off | 17 Y3 Block | 15 Y3 Block PGCE SBT1 Block | 19 | 16 Holiday | 15 Y2 Block PGCE SBT2 Block | 19 Y1 Block PGCE SBT3 Prelim | 17 Y1 Block PGCE SBT3 Block | 21 PGCE SBT3 Block | 19 | | | | | | | |
| S | 16 | 21 | 18 | 16 | 20 | 17 | 16 | 20 | 18 | 22 | 20 | | | | | | | |
| S | 17 | 22 | 19 | 17 | 21 | 18 | 17 | 21 | 19 | 23 | 21 | | | | | | | |
| M | 18 | 23 Y3 Block PGCE SBT1 Prelim | 20 Y3 Block PGCE SBT1 Block | 18 PGCE SBT1 Block | 22 Y1 Prelim PGCE SBT2 CPD 3 New | 19 Y1 Prelim PGCE SBT2 Y2 Block | 18 Y1 Prelim PGCE SBT2 Y2 Block | 22 Mentor Drop-in PGCE SBT3 | 20 Y1 Block PGCE SBT3 Block | 24 PGCE SBT3 Block | 22 | | | | | | | |
| T | 19 | 24 Y3 Block PGCE SBT1 Prelim | 21 Y3 Block PGCE SBT1 Block CPD 2 | 19 PGCE SBT1 Block | 23 PGCE Prelim PGCE SBT2 CPD 3 New Schools | 20 Y2 Block PGCE SBT2 Block | 19 Y2 Block PGCE SBT2 Block | 23 Mentor Drop-in PGCE SBT3 Y1 Block | 21 Y1 Block PGCE SBT3 Block | 25 PGCE SBT3 Block | 23 | | | | | | | |
| W | 20 | 25 Y3 Block PGCE SBT1 Prelim | 22 Y3 Block PGCE SBT1 Block | 20 PGCE SBT1 Block | 24 Y2 Prelim PGCE SBT2 | 21 Y2 Block PGCE SBT2 Block | 20 Y2 Block PGCE SBT2 Block | 24 PGCE SBT3 Mentor Briefing | 22 Y1 Block PGCE SBT3 Block | 26 PGCE SBT3 Block | 24 | | | | | | | |

Outlines:-

- Associate Teacher placement dates – broken down into PGCE, BA Y1, Y2, Y3
- Mentor CPD
- Hub interaction window
- School Briefings
- **BCU Conference**

Primary and Early Years PGCE and BA (QTS) 2023/24

| | | September | October | November | December | January | February | March | April | May | June | | |
|---|----|----------------------|---------|----------|----------------------|---------|----------|----------------------|-------|-----|------|--|----|
| | | Hub Lead Interaction | | | Hub Lead Interaction | | | Hub Lead Interaction | | | | | |
| S | | | | | | | | | | | | | 1 |
| S | | | | | | | | | | | | | 2 |
| M | | | | | | | | | | | | | 3 |
| T | | | | | | | | | | | | | 4 |
| W | | | | | | | | | | | | | 5 |
| T | | | | | | | | | | | | | 6 |
| F | 1 | | | | | | | | | | | | 7 |
| S | 2 | | | | | | | | | | | | 8 |
| S | 3 | | | | | | | | | | | | 9 |
| M | 4 | | | | | | | | | | | | 10 |
| T | 5 | | | | | | | | | | | | 11 |
| W | 6 | | | | | | | | | | | | 12 |
| T | 7 | | | | | | | | | | | | 13 |
| F | 8 | | | | | | | | | | | | 14 |
| S | 9 | | | | | | | | | | | | 15 |
| S | 10 | | | | | | | | | | | | 16 |
| M | 11 | | | | | | | | | | | | 17 |
| T | 12 | | | | | | | | | | | | 18 |

| September | October | November | December | January | February | March | April | May | June |
|-----------|---------------------|----------------------|--------------------|---------------------|-----------------------|-----------------------|----------------|----------------------|-------------------|
| | | Hub Lead Interaction | | | Hub Lead Interaction | | | Hub Lead Interaction | |
| | 1 | | | | | | | | |
| | 2 | | | 1 Bank Holiday | | | 1 Holiday | | 3 PGCE SBT3 Block |
| | 3 | | | 2 Holiday | | | 2 Holiday | | 4 PGCE SBT3 Block |
| | 4 | 1 Holiday | | 3 Holiday | | | 3 Holiday | 1 PGCE SBT3 Block | 5 PGCE SBT3 Block |
| | 5 | 2 Holiday | | 4 Holiday | 1 PGCE SBT2 Block | | 4 Holiday | 2 PGCE SBT3 Block | 6 PGCE SBT3 Block |
| 1 | 6 | 3 Holiday | 1 PGCE SBT1 Block | 5 Holiday | 2 PGCEs in University | 1 PGCEs in University | 5 Bank Holiday | 3 PGCE SBT3 Block | 7 PGCE SBT3 Block |
| 2 | 7 | 4 | 2 | 6 | 3 | 2 | 6 | 4 | 8 |
| 3 | 8 | 5 | 3 | 7 | 4 | 3 | 7 | 5 | 9 |
| 4 | 9 | 6 | 4 | 8 | 5 | 4 | 8 | 6 | 10 |
| 5 | 10 | 7 | 5 | 9 | 6 | 5 | 9 | 7 | 11 |
| 6 | 11 | 8 | 6 | 10 | 7 | 6 | 10 | 8 | 12 |
| 7 | 12 | 9 | 7 | 11 | 8 | 7 | 11 | 9 | 13 |
| 8 | 13 | 10 | 8 | 12 | 9 | 8 | 12 | 10 | 14 |
| 9 | 14 | 11 | 9 | 13 | 10 | 9 | 13 | 11 | 15 |
| 10 | 15 | 12 | 10 | 14 | 11 | 10 | 14 | 12 | 16 |
| 11 | 16 | 13 PGCE SBT1 Block | 11 PGCE SBT1 Block | 15 | 12 Holiday | | | | |
| 12 | 17 PGCE SBT1 Mentor | 14 PGCE SBT1 Block | 12 PGCE SBT1 Block | 16 PGCE SBT2 Mentor | | | | | |

Primary and Early Years PGCE and BA (QT



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PGCE specific calendar

Primary and Early Years PGCE and BA (QTS) 2023/24

| | | September | October | November | December | January | February | March | April | May |
|---|----|-----------|--------------------------------|----------------------|-------------|--------------------------|------------|---------|----------------|----------------------|
| | | | | Hub Lead Interaction | | Hub Lead Interaction | | | | Hub Lead Interaction |
| S | | | 1 | | | | | | | |
| M | | | 2 Y3 Mentor Briefing | | | 1 Bank Holiday | | | 1 Holiday | |
| T | | | 3 | | | 2 Holiday | | | 2 Holiday | |
| W | | | 4 Y3 Mentor Briefing | 1 Holiday | | 3 Holiday | | | 3 Holiday | 1 |
| T | | | 5 | 2 Holiday | | 4 Holiday | 1 | | 4 Holiday | 2 |
| F | 1 | | 6 | 3 Holiday | 1 Y3 Block | 5 Holiday | 2 | 1 | 5 Bank Holiday | 3 |
| S | 2 | | 7 | 4 | 2 | 6 | 3 | 2 | 6 | 4 |
| S | 3 | | 8 | 5 | 3 | 7 | 4 | 3 | 7 | 5 |
| M | 4 | | 9 Y3 Prelims Mentor Induction | 6 CPD 1 Y3 Block | 4 Y3 Block | 8 | 5 | 4 | 8 | 6 Bank Holiday |
| T | 5 | | 10 Y3 Prelims Mentor Induction | 7 Y3 Block | 5 Y3 Block | 9 | 6 | 5 CPD 4 | 9 | 7 |
| W | 6 | | 11 Y3 Prelims | 8 Y3 Block | 6 Y3 Block | 10 | 7 | 6 | 10 | 8 |
| T | 7 | | 12 Y3 Prelims Mentor Induction | 9 CPD 1 Y3 Block | 7 Y3 Block | 11 | 8 | 7 CPD 4 | 11 | 9 |
| F | 8 | | 13 Y3 Prelims | 10 Y3 Block | 8 Y3 Block | 12 | 9 | 8 | 12 | 10 |
| S | 9 | | 14 | 11 | 9 | 13 | 10 | 9 | 13 | 11 |
| S | 10 | | 15 | 12 | 10 | 14 | 11 | 10 | 14 | 12 |
| M | 11 | | 16 Y3 Prelims | 13 Y3 Block | 11 Y3 Block | 15 | 12 Holiday | 11 | 15 | 13 |
| T | 12 | | 17 Y3 Prelims | 14 Y3 Block | 12 Y3 Block | 16 CPD 3 for New Schools | 13 Holiday | 12 | 16 | 14 |

BA 3 specific calendar

3. Supporting good mentoring: School Colleague Briefings



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- BA QTS: Year 3
- [BA Year 3 School Colleague Briefing 2023](#)
- [BA Year 3 School Colleague Briefing Video](#)
- PGCE
- [PGCE School Colleague Briefing Video](#)
- [PGCE School Colleague Briefing PowerPoint](#)

All available on:

[Primary Partnership Website](#)



3. Supporting good mentoring: Mentor Guidance



Please take a moment to flick through the School Based Training Mentor Guidance PGCE-BAQTS 2023-24



[School Based Training Mentor Guidance PGCE-BAQTS 2023-24](#)

[Primary Partnership Website](#)



3. Supporting good mentoring: Mentor Guidance

PGCE Primary & Early Years Education with QTS & BA Primary & Early Years Education with QTS School Based Training

Mentor Guidance
2023/24

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| BCU ITE Curriculum |
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| Assessing Associate Teachers: Important Considerations |
| Mentor Key dates |
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| Pre-placement tasks |
| Copy of pre-placement approval checklist |
| Reporting absence |
| Associate Teacher Workload |
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| School Based Training Support Models: Formal observations of Associate Teachers |
| Weekly Tasks |
| Review/Progress meetings |
| Professional Development Discussion (including Critical Incident) |
| Critical Incident proforma |
| Rapid Improvement Targets process |
| Rapid Improvement Targets forms |
| Roles and Responsibilities |
| Mentor CPD |
| Lesson Observation Feedback proforma |
| Phonics Observation Feedback proforma |

BCU ITE Curriculum

THE BCU ITE Curriculum complies with the ITT Core Content Framework (DfE, 2019). Each module within the ITE Curriculum ensures that Associate Teachers acquire **research-led subject, pedagogical and curriculum knowledge**, and develop a clear insight into how to implement this knowledge as they develop their teaching skills with the support of expert colleagues across the BCU regional partnership.

The ITE Curriculum at BCU comprises six themes which are embedded throughout the university-based sessions and your school-based training modules:

- 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

Associate Teachers are assessed against the BCU ITE Curriculum using the BCU ITE Assessment Tracker. This document is used to track Associate Teacher progress from the beginning of the course until the final stages of the course when Associate Teachers are summatively assessed against the Teachers' Standards for the award of Qualified Teacher Status (QTS).

4. Giving effective feedback: Verbal

What does good feedback look like?

Discussion – share your thoughts?



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Verbal

Written

Challenge

Elicit

Support

Impart

BCU Mentoring Hub (2023)



4. Giving effective feedback: Verbal

- **Elicit** – ask questions and then listen
- **Challenge** – provide a different perspective, another point of view
- **Support** – encourage and validate
- **Impart** – share knowledge and experience

Can you think of an example of your own?

4. Giving effective feedback: Written targets



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- Focus on the targets
- Knowing what the Associate Teacher needs to develop further
- Setting precise targets to support Associate Teacher
- Identify next steps
- **Using the Subject Specific Prompts to support written feedback**



4. Giving effective feedback: Subject Specific Prompts



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Giving effective feedback

Subject Specific Prompts

| | | |
|---|--|---|
| Art and Design Subject Prompts | Computing Subject Prompts | Design and Technology Subject Prompts |
| Early Years Subject Prompts | English Subject Prompts | Languages Subject Prompts |
| Geography Subject Prompts | History Subject Prompts | Mathematics Subject Prompts |
| Music Subject Prompts | Physical Education Subject Prompts | PSHE Subject Prompts |
| Religious Education Subject Prompts | Science Subject Prompts | |



4. Giving effective feedback: Verbal

- What went well in the lesson how do you know?
- How well did the lesson sit within the sequence of lessons being taught in the subject?
- Did you achieve your learning outcomes? If not, how would you address this if you taught the same lesson again?
- What did the pupils learn in the subject taught ? How do you know? Did all pupils make good progress?
- How did you adapt your teaching to meet the needs of all learners?
- Do you think you created a positive learning environment? How? What behaviour management strategies did you use? Were they effective?
- Do you think you organised and managed the groupings of pupils well?
- How did knowledge of pupil data/prior knowledge inform your decisions?
- Did you challenge the different attainment levels effectively? How were they engaged and inspired?
- How did you use your body language (non-verbal communication NVC)/voice effectively? How might you improve this further?
- How well did you manage transitions between tasks?
- In which part of the lesson did you feel most confident? Why?
- How effective were the resources you used? How do you know? Would you tweak/change any of them for next time?

https://docs.gre.ac.uk/data/assets/pdf_file/0014/1101056/mentor-pamphlet-draft-10-2018-002.pdf

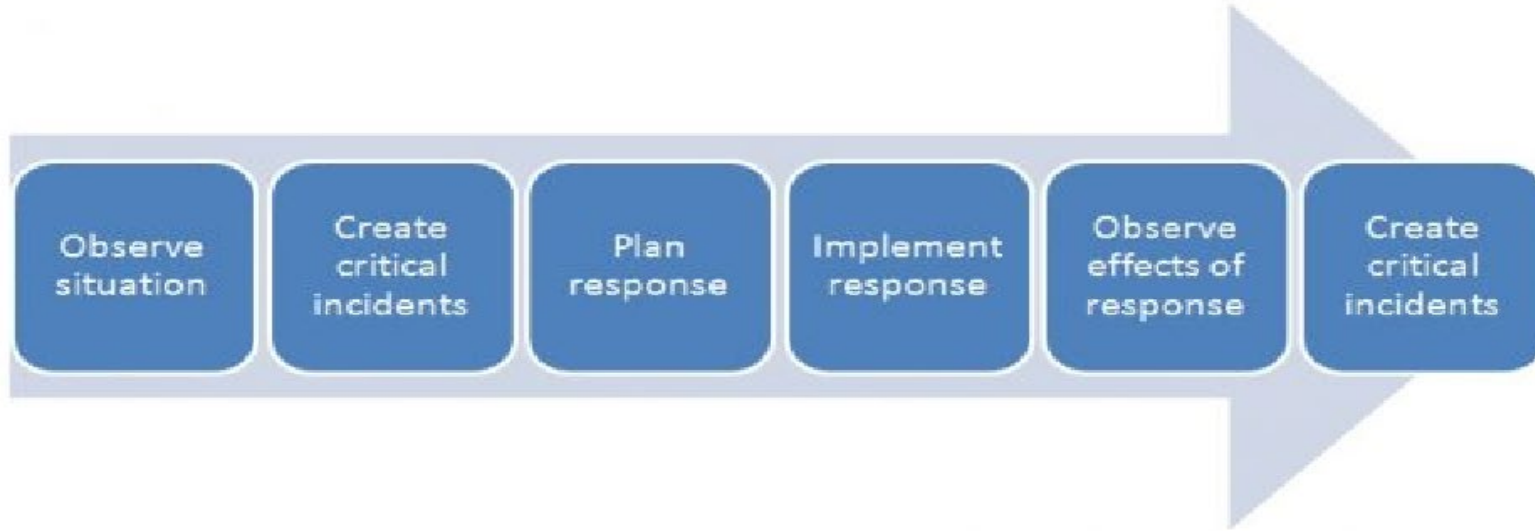
5. Critical incident reflection

- Developing Associate Teachers as reflective thinkers
- Critical incidents that lead to significant learning and personal growth
- The impact of completing a critical incident reflection
- Working with Associate Teachers to support this reflection at Review Meeting and Progress Meeting 1 or 3
- **Part of the Associate Teacher Progress Journal**

The Critical Incident Tripp (1993)



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Often, teachers who are new to the profession struggle to identify situations that should be used for deeper reflections.

Tripp's (1993) approach to learning is via what he considers "critical incidents" that come out of observations of what happens in classrooms.

Reference:

- Tripp, D. (1993). *Critical Incidents in Teaching: Developing Professional Judgement*. London: Routledge.

<https://www.nicole-brown.co.uk/critical-incidents-according-to-tripp/?tag=reflective>



5. Critical incident reflection

- Ensure that ATs are using the BCU Assessment tracker to identify key areas of progression
- How can ATs show that they are progressing toward the BCU Curriculum Key Themes
- The Critical Incident is their opportunity to show and prove they are progressing and developing
- **Your involvement and discussion as mentor is vital being the expert**

5. Critical incident reflection: Focus

- CI RM1 – Behaviour **(PGCE SBT1)**
- CI PM1 – Linked to Phonics/Subject Specialism/An area of student reflection/learning **(PGCE SBT1)**
- CI RM2 – Adaptive teaching linked to a subject
- CI PM2 - Linked to Phonics/Subject Specialism/An area of student reflection/learning
- CI RM3 – Assessment linked to a subject **(BA Year 3)**
- CI PM3 - Linked to Phonics/Subject Specialism/An area of student reflection/learning **(BA Year 3)**

Critical Incident

Date: Click or tap to enter a date.



1. Briefly describe the Critical Incident which stimulated your critical reflection and led to your professional growth at this point in your training.

Click or tap here to enter text.

2. In response to this 'Critical Incident' identify the research-informed 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 evidence you will share with your tutor.

Click or tap here to enter text.

The template is in the Progress Journal and must be completed before the Review Meeting and Progress Meeting.

Ideally, there should be an on-going discussion with the Associate Teacher to support them to complete this reflection piece and provide some examples to prove progress is being made.



Critical Incident – Review Meeting 1

Date: ▼



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1. Briefly describe the Critical Incident which stimulated your critical reflection and led to your professional growth at this point in your training.

What happened? What was identified as a key aspect for development? Why would this improve practice?

2. In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention.

What have you read and researched that will support the action you could take? What approach or strategy might you put into practice next time? What might be the impact? How do you know?

3. What steps did you take to secure the **implementation** of these actions?

What did you do?

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

What has been the impact on pupil progress of the new approach or strategy?

How will this impact on your understanding of, and your own personal development against the BCU key themes?

5. Identify the evidence you will share with your tutor.

What evidence can you use to demonstrate the impact your chosen action(s) have had on pupil progress? What evidence can you use to demonstrate that your actions have had an impact on the development of your own practice? What will you do again? ...another time?



5. Critical incident reflection: Behaviour



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Critical Incident - Review Meeting 1

Date:

Critical Incident Focus RM1 – Behaviour for Learning

1. Briefly describe the Critical Incident which developed subject knowledge and stimulated your professional growth at this point in your training.

Working closely with two pupils, from the beginning having to develop a relationship with them and a rapport in which they feel safe to work closely with me and for me to understand their individual needs and the appropriate level to support them with their learning.

During my placement, I have spoken with my mentor and other members of staff about the behaviour policy and how they manage behaviour at the school. I have spoken to my mentor about the history of behaviour in the class and the transition from year 2 to year 3. The school use Learning Value booklets as their main behaviour management system, awarding those who show the values in their work, in the classroom and genuinely throughout the school day.

2. In response to this 'Critical Incident' identify the research-informed professional actions, taken that demonstrated your **intention**.

Develop an understanding of the children's needs to ensure that progress is made in their learning, and disruption to others is kept minimal.

During my time on placement, I have read the behaviour policy, highlighted key points and observed the strategies used in order to gain a deeper understanding.

Theme A: I have read through and made key points out of the school's behaviour policy, in first few preliminary visits I observed strategies used as well as engaging in discussion about the needs within the class and what the behaviour looks like daily. I have also engaged with the children I am focusing on for this critical incident, I have done **research on Jean Piaget and Bowlby's theory of attachment** to further develop my knowledge about children's behaviour.

Theme B: I have read through and made key points on the school's behaviour policy. I have read **Paul Dix's work around Ready, Respect and Safe classroom rules**. I have observed the class teacher's behaviour management strategies and how he creates a safe and positive learning environment. The children are focused, they know what the day looks like from their visual timetable and the transition from lesson to lesson is smooth as the children follow their learning values, which includes high expectations. **Theme C:** I have gained knowledge of their needs and how to support them best through research and observations of both the teaching assistants and the teacher.

Theme E: I have developed and maintained professionalism throughout placement, I have contributed with support for the whole class and individuals with additional support needs. I have contributed to reading, maths and spelling interventions.

3. What steps did you take to secure the **implementation** of these actions?

My main activity is through observation and support in order to implement these actions. I have been observing lessons, whilst also contributing with support, I have been staying within Year 3 throughout placement so far which has allowed me to build a rapport and gain mutual respect with the two pupils I am focusing on for this critical incident.

I have looked through the children's work in different subjects as well as their homework books and their reading lists to enable me to see what level they are working at, this has helped me to identify how best I can support them in their learning, how to manage their behaviour and identify strategies for protective interruption. There is a separate task and reward system put in place with two pupils in year 3, as well as the learning values that is used throughout the school. This helps to make what they need to do visual for them to take each section in steps, with a reward at the end of completing the three steps set out for them. The rewards are picked by the pupils themselves and consist of sensory breaks such as **5 minute** walk around the school, 5 minutes outside, 5 minutes on the iPad, 5 minutes reading etc. There have been many occasions where this has been helpful in both support and their development.

From the beginning, one of the pupils I felt did not want to work with me, but I have spent a little more time observing and building our relationship. This can be shown from work he has completed when working with me, using his task sheet on his desk I used 3 small objectives for him to complete such as **as:** complete fluency, complete writing up, staying sat in their seat, listening as his peers read Matilda, and so on. When all three tasks have been ticked off by the teacher, **myself** or additional adults in the classroom, then they can use their reward as their sensory break. It gives them incentives, but it also helps with their learning as they stay focused on the tasks that have been set for them, it breaks down cognitive overload and it gives them a visual of what needs to be done.

There are occasions where the behaviour of either or both pupils can become disruptive for other students in the class, this is something that needs to be prevented by being proactive, if I can pick up that one of the pupils is agitated or could potentially disrupt the class, I can ask them to help me with a job and go and get some iPads or take the iPads back to the IT suite. This is useful, being a protective interruption strategy as it can avoid disruption for other pupils.

Following the behaviour policy, at times where they have not completed the work/tasks that have been set out for them, I have kept them behind either their break or **lunch-time** and they have then completed those tasks in their own time as their sanction. If the behaviour has broken the classroom rules but not being safe, ready or respectful I have spoken to them in their own time (play/lunch) and they have filled out a reflection sheet for me so that they can reflect on their behaviour and we can come up with ways that they can make better choices moving forward.

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

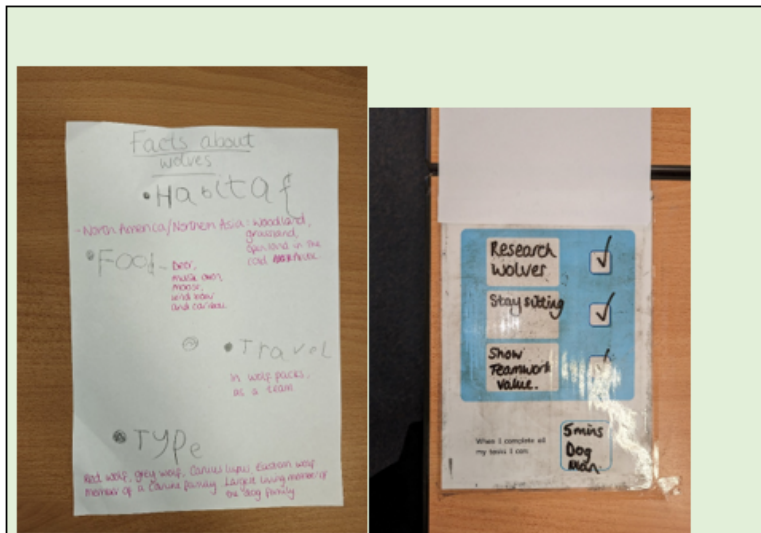


A) From feedback that I have had from my school mentor, and from the work I have seen from the students I have been supporting, I can see that no only have they completed the tasks that have been set out for them on many occasions, but they have also done this at a level expected higher than I originally assumed they would. I have been able to identify that they have understood some if not all the lesson objectives. I have had the opportunity to speak to the children in a quieter space to ask their thoughts and feelings on a situation and I have seen that after talking to me if they are angry or frustrated, they feel better to go back to their seats and continue with their work.

B) I have learned and reflected a lot from working with these students. It has helped me to understand how diverse behaviour and needs can be. It has helped me to think of ways to be more adaptive and think on my feet about possible ways to help defer disruption in the classroom. Because both children are different, I can notice different scenarios which may trigger a potential outburst of emotion and I can assess the best strategy to use by focusing on their triggers. I have learned in my university taught sessions about mutual respect and creating boundaries, by supporting the children, it has highlighted the importance of these two areas when looking at my professional responsibility.

5. Identify the evidence you will share with your mentors and UT.

Behaviour policy, children's work and lesson feedback.



Mentor feedback/comment:

Just some short feedback in relation to our conversation after today's lesson.

During the lesson, you were able to follow not only our school behaviour policy (which has been adapted to meet the needs of these children) but also Positive Intervention Plans to ensure that there is consistency amongst all the adults within the class - the children are clear that you are an adult within the class and respect is mutual. You supported the 2 identified children with task management boards, following up success with 'reward time' and sanction, with work needed to be completed in their own time (play time, lunch time etc). You also supported these children with frequent movement and/or sensory breaks, understanding that the purpose of this is to enable the children to regulate to a state where they are more ready to learn. This is following the advice of Specialist Teaching Service (STS) so this is good evidence for you working with wider agencies. Because you have built a nurturing relationship, coupled with high expectations and clear boundaries, this meant that you were able to take a lead with these challenging children and they successfully completed some if not all the work they needed to in order to demonstrate their understanding. Your Assessment for Learning (AFL) at varying points of the lesson was well timed and well delivered to ensure that if

Critical Incident - Example

1. Briefly describe the Critical Incident which stimulated your critical reflection and led to your professional growth at this point in your training.

Throughout my education Science has always been the core subject out of Science, English and Mathematics that I have struggled with the most. It is also the subject I struggled with the most within the University audits and tests. Therefore, I requested that I teach a sequence of science lessons with my year one class in order to build my confidence and strengthen my subject knowledge within this area.

Constructivism is something that I was drawn to within my university lectures and thus I thought that this would be a great opportunity to put constructivism into practice.

2. In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your **intention**.

To teach a sequence of Year 1 science lessons with the end outcome that all children can categorise animals e.g., fish, amphibians, reptiles, mammals, birds and insects as well as, describe general properties of each category and be able to explain how they know that an animal is from a particular category. For instance, a simple sentence like 'I know that an owl is a bird because it has wings and feathers.' (BCU Key Theme C and D)



Subject:
Science

3. What steps did you take to secure the **implementation** of these actions?

The first lesson focused on introducing the distinct categories and researching together the different properties that attributed to each category whilst the next lesson was a practical lesson where the children were physically putting small world animals into different coloured hoops to match their category – this was a simple way for me to assess the children's prior knowledge. (BCU Key Theme D)

The next few lessons consisted of activities to recap the different categories and their properties and included a differentiated activity to scaffold the learning for the SEND and EAL children, where the children cut and stick different images of animals into their different categories. I also included challenge questions for children who had completed their initial tasks. (BCU Key Theme E) Another lesson focused on what different animals eat and introduced the terms 'herbivore', 'carnivore' and 'omnivore' to the children. (BCU Key Theme D)

To implement constructivism into this sequence of lessons, the children had a visit from the animal man who brought in one or two animals from each category for the children to see and ask questions about. This enabled active learning and gave the children a real-life experience. (BCU Key Theme A) This lesson built on the children's prior knowledge appropriately and allowed the children to learn more through their real-life senses and encouraged them as learners to reflect and question their own understanding. (BCU Key Theme D)

After this lesson, we reflected upon all the things we had learnt from this experience, and we then went onto choose our 'favourite' animal or the animal we were most interested in from the animal man and create a scientific diagram on it. (BCU Key Theme D)

This activity truly demonstrated the skills and knowledge all the children had taken from the sequence of lessons. It also showed how the constructivist learning opportunity we had with the animal man lesson impacted their learning in a positive way. They all demonstrated that they knew the different animal categories and their properties and could all label the various parts of their chosen animal and write at least one sentence if not more about what they had learnt. (BCU Key Theme D)

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

This sequence of learning had a positive impact on pupil progress as throughout the series of lessons I observed that the children were gaining sufficient knowledge upon the topic and able to recall prior learning in each subsequent lesson. (BCU Key Theme D)

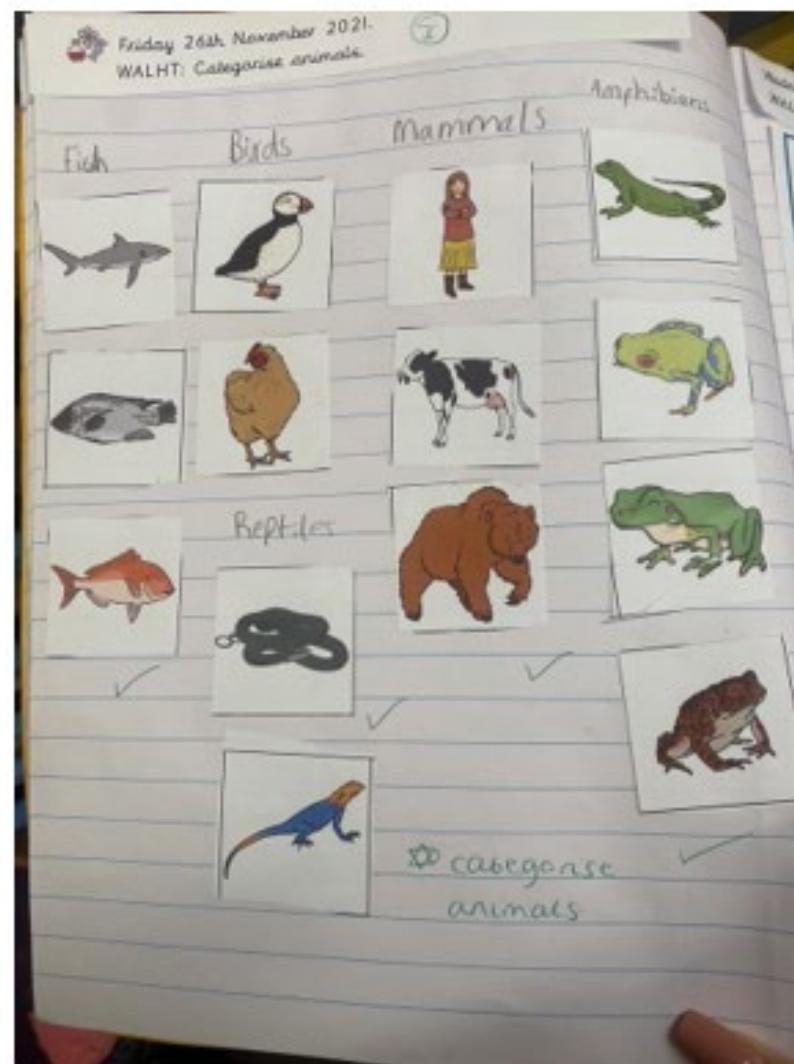
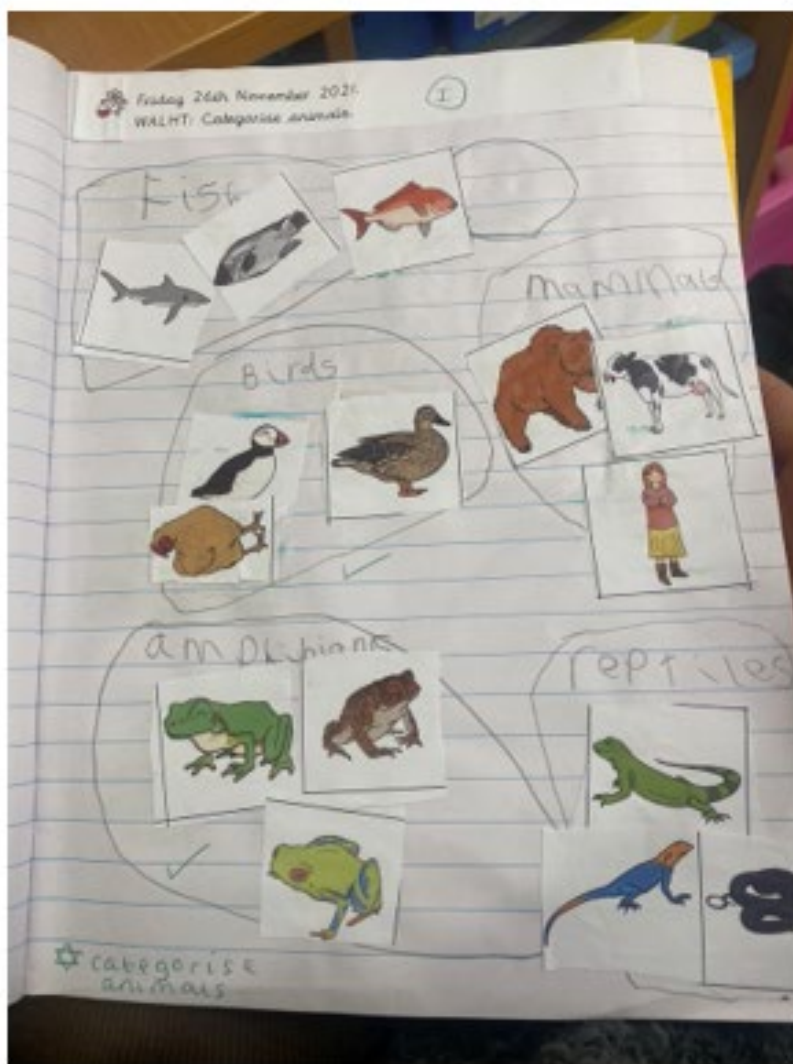
Using the theory of constructivism and what I had learnt from my university lectures had a positive impact upon the children as they were able to gain real life experience to compliment previous learning and this sufficiently supported the knowledge and learning that they were going to be consolidating further within the next few lessons after this experience. (BCU Key Theme A)

This sequence of lessons impacted my practice in a very productive way as it built my confidence within the subject Science and allowed me to see how valuable constructivism can be when incorporated appropriately into lessons. (BCU Key Theme A and C)

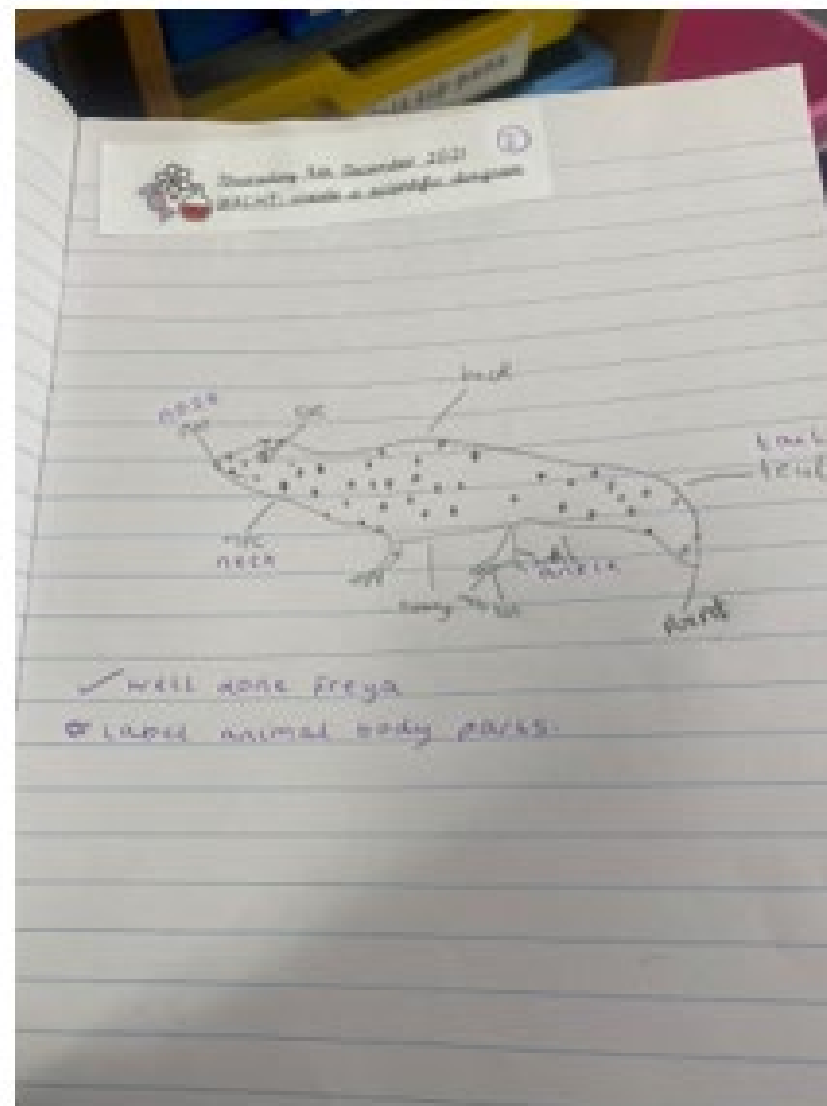
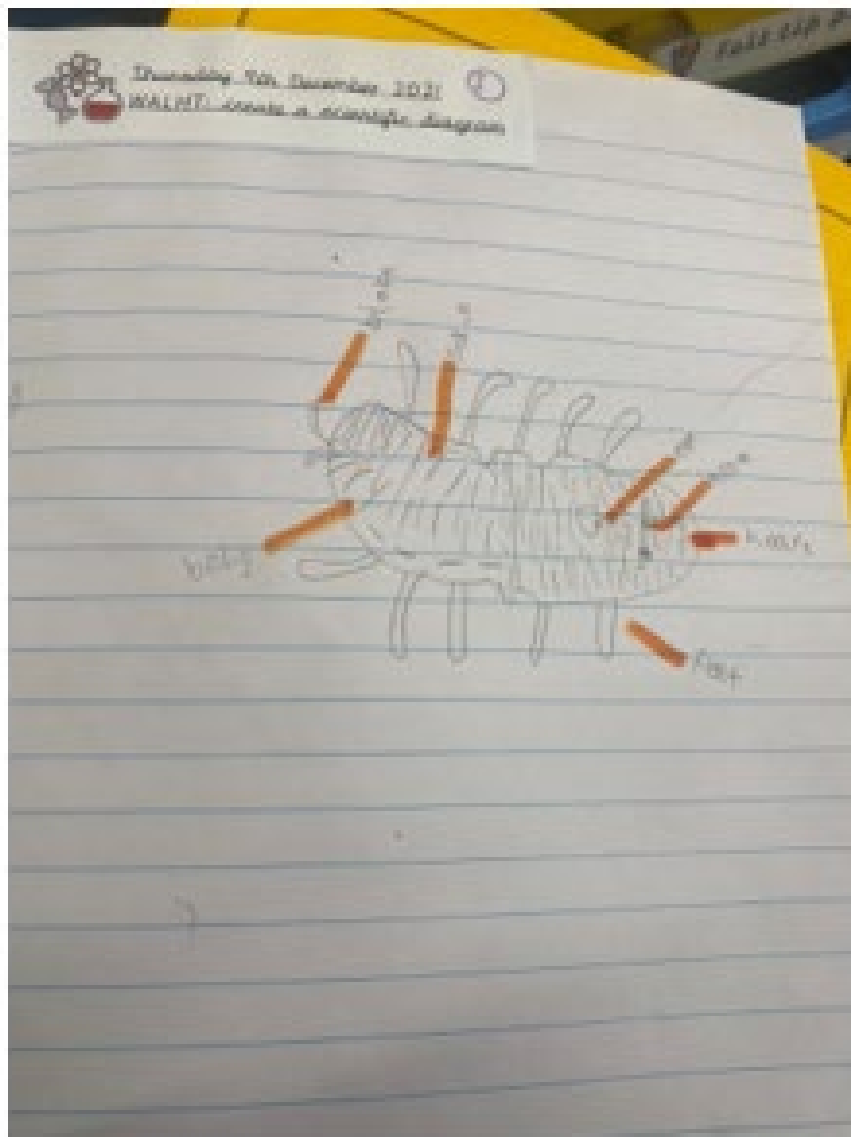
It also allowed me to take on more professional responsibility as I had control over the sequence of lessons and I was therefore able to create a sequence in which each lesson built on the previous lesson and thus, I could observe the children making progress both in the moment and through accurate marking and feedback. (BCU Key Theme D)

5. Identify the evidence you will share with your tutor.

Evidence of a variety of the children's work including work from differing abilities and different activities is attached below. This clearly shows that the work was appropriately differentiated whilst achieving the same final outcomes for all pupils within their learning. I am proud of the children's work within this topic, and it was lovely to see how much the children enjoyed this learning and each activity involved within the sequence of teaching. Planning shared on OneDrive.



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6. Feedback/Actions/Next Time



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CPD 2: 21 or 23 November – online (links on slide 7)

- Using the BCU ITE Curriculum to set appropriate SMART targets to support Associate Teacher development and progress
- Critical incident update and quality of evidence
- Assessing Associate Teachers accurately against the BCU ITE Assessment Tracker



We value your feedback. Please add comments in the chat bar.



6. Feedback/Actions/Next Time



BIRMINGHAM CITY
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Action 1: Access Mentor Induction



Action 2: Access relevant Mentor CPD and School Briefing meetings



Action 3: Work with your UT to support Associate Teacher progress



Save the date....



- **BCU Mentoring Conference**
- **26 June 2024**
- **Venue: City South Campus
(B15 3TN)**
- **Networking and CPD**

Useful contacts



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University

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