PGCE MENTOR CPD1

28 September 2021
/ 7 October 2021

BIRMINGHAM CITY University

1. The BCU Partnership for PGCE Secondary
2. Operational planning for PGCE School Based Training
3. Subject specificity and support for Subject Mentors

Introductions

Karen McGrath – Karen.McGrath@bcu.ac.uk
Manager of Secondary and Post Compulsory ITE

Kelly Davey-Nicklin – Kelly.DaveyNicklin@bcu.ac.uk
PGCE Secondary Course Leader and Senior Lecturer in Music Education

Amanda Brougham – Amanda.Brougham@bcu.ac.uk
Strategic Lead for Partnerships (Secondary and Post 16) and Senior Lecturer in English Education

Fiona Darby – Fiona.Darby@bcu.ac.uk
PGCE Secondary Deputy Course leader and Subject Lead in English Education

Kerry Taylor – Kerry.Taylor@bcu.ac.uk
PGCE Secondary Deputy Course leader and Subject Lead in Science Education

Manisha Pearce – Manisha.Pearce@bcu.ac.uk
PGCE Secondary Partnerships Administrator (interim)

@BCUPGCESec

BCU Trained Teachers

- **Committed**

- **Creative**

- **Confident**

- **Collaborative**

We believe that through these principles, which underpin our programmes, we can equip beginning teachers to be both aspirational in their professional goals and well-prepared to manage the complexity of demands faced within secondary teaching.

@BCUPGCESec

BCU Partnership Schools

- We have 105 partner schools this year – 300 + trainees!

"Birmingham City University are very supportive of trainees and the academy, we have employed several past students" - *Professional Mentor - Heartlands Academy, Birmingham*

- Our mission is to sustain regular communication – Partnership Newsletters / webpages / tutor contact / strategic meetings

" I can confirm that our commitment to BCU as a very close ITT partner continues to grow from strength to strength." - *Professional Mentor and School Direct Lead - Holte School, Birmingham*

- We acknowledge and value partner schools – CPD / recognition certificates/ bespoke support

@BCUPGCESec

Mentoring a BCU trainee

BIRMINGHAM CITY University

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

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY

Committed
Creative
Confident
Collaborative

TEACHER

BCU School Based Training

BIRMINGHAM CITY University

BCU teacher training placements are referred to as blocks of **School Based Training** (SBT) and categorised as **Phase 1**, **Phase 2** and **Phase 3** episodes in school to align with the academic terms in the school year.

**These phases are the same for School Direct partners.**

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY
Committed
Creative
Confident
Collaborative
TEACHER

Core PGCE School Based Training

PGCE partner schools commit to the full academic year within the BCU SBT partnership. They will be allocated **Home School trainees** – who will complete their training in their school during:

- **Phase 1 – autumn term 2**
- **Phase 2 – spring term 1**
- **Phase 3 – the summer term**

@BCUPGCESec
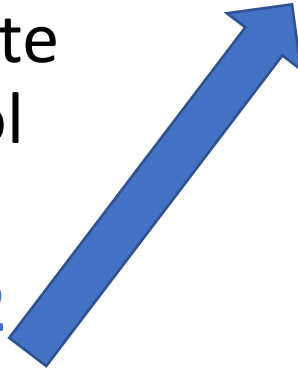
School Experience 1 EDU7344:
- Trainees build to 7 hours solo teaching
- Trainees support experienced colleagues up to 7 hours
- Trainees observe experienced colleagues weekly
- Observe in a second subject
- Ongoing formative assessment
- Module ends February / end of spring term 1

School Experience 2 EDU7345:
- Trainees build to 14 hours solo teaching
- Trainees support in a second subject
- Ongoing formative assessment
- QTS assessment in the half final term
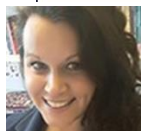- Module ends July 2022 / ends of summer term 2

Contrasting School Based Training

Schools within the partnership will agree to host a different trainee within the same subject and allocated to the same subject mentor for **a contrasting school SBT Placement** part way through the academic year (i.e. for Core PGCE partners this will be **Phase 2- spring term 2).**

Professional Mentors will arrange the timetables for the visiting trainee **by / on 14 February 2022** – in most cases this should be a direct swap with the Home School trainee's timetable (with an additional hour of teaching allocated and less support teaching)

- Allocations for the contrasting school SBT placement will be made in the autumn term. Professional Mentors will be notified of their contrasting school trainee by the Education Partnerships Team by 30 November 2021.

- Contrasting school placement timings will vary in School Direct Partnership and lead schools will advise of specific alterations to timings within their partnership.

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY TEACHER
Committed
Creative
Confident
Collaborative

The PGCE Year

Priorities for trainees

Priorities for mentors

Module Title	Key dates	
Diagnostic Task *Internal academic baseline assessment* 0 credits	Launch to trainees	Submission deadline
	6th September 2021	15th October 2021
Module EDU7344 **School Experience Phase 1** 0 credits	Starts	Ends
	13th Sept (SD) 19th Oct (core) 2021	18th February 2021
Module EDU7343 **Professional Studies** 20 credits at Level 7	Launch to trainees	Submission deadline
	11th October (TC) 18th October (BCTSA)	4th January 2022
Module EDU7342 **Professional Enquiry** 20 credits at Level 7	Launch to trainees	Submission deadline
	17 January 2022	25th April 2022
Module EDU7346 **Subject Pedagogy** 20 credits at Level 7	Launch to trainees	Submission deadline
	22nd November 2021	6th June 2022
Module EDU7345 **School Experience Phase 2** 0 credits	Starts	Ends
	17th Jan (Teach Central SD) 1st March (SD) 2021	30th June 2022

@BCUPGCESec

BIRMINGHAM CITY University

THE BIRMINGHAM CITY UNIVERSITY TEACHER
Committed
Creative
Confident
Collaborative

PGCE variations

All trainees, on all routes, follow the BCU ITE Curriculum and complete all modules to gain their PGCE.

Core

Core School Direct

- Make full use of the BCU Progress Journal and ITE Assessment Tracker

- Attend BCU Professional Studies sessions

- Study Professional Enquiry module online

- Have 'Home School' and 'Contrasting' School Based Training placements

- Attend all BCU Subject Pedagogy sessions

Bespoke School Direct (Bishop Challoner TSA and Teach Central TSA)

- Make full use of the BCU Progress Journal and ITE Assessment Tracker

- Professional Studies delivered by School Direct Lead

- Study Professional Enquiry module online

- Have 'Home School' and 'Contrasting' School Based Training placements

- Attend some BCU Subject Pedagogy sessions in core subjects

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY TEACHER
Committed
Creative
Confident
Collaborative

Covid Aware Practices

Trainees are expected to:

- Work within social distancing recommendations

- Wear face coverings in public spaces

- Take 1 LFT weekly (when on campus and in school) use BCU Notify to record any positive results and inform School when on SBT

- Work flexibly and maintain professional expectations if impacted by any form of Covid disruptions (with support from Subject Mentor)

Tutors will:

- Take LFTs weekly and will only make face to face visits in school if results are negative for the virus

@BCUPGCESec

BCU Tutor visits to schools

School Experience 1 EDU7344:

- 1 virtual meeting with trainee and mentor – online placement checks undertaken

- 1 joint observation of trainee in school – written and verbal feedback provided

School Experience 2 EDU7345:

- I virtual meeting during Contrasting school SBT

- 1 observation of trainee in school – written and verbal feedback provided

- 1 informal contact / meeting to quality assure QTS progress

@BCUPGCESec

Payments to Schools

Schools are remunerated for hosting a BCU trainee teacher:

▪ £1000 for Home School and Contrasting School SBT

Payments to schools are made after the scheduled end date for the placement. In order to trigger the payment process schools must submit the end of placement paperwork to the Education Partnerships team. Relevant documentation will include the following:

• Completed and signed End of Placement Report for each trainee from Birmingham City University attending the school for a placement.

Details of the Purchase order process are available in PM Briefing Documents and on our PGCE Secondary Partnership Webpages.

@BCUPGCESec

2021 Placements Update

- 104 schools across the West/East Midlands region

- Fantastic response as we initially had 83 schools in July who offered places. So, 21 new schools/colleges have joined us from Aug- Sep

- Very happy as we are on the final push!

- Teamwork across the BCU team and the region's partner school: Teamwork is Dreamwork!

- Aim to share final names of allocated trainees with schools next week.

@BCUPGCESec

still seeking....

Birmingham area offers in:

- Computer Science

- English

- Art

Manisha.Pearce@bcu.ac.uk

@BCUPGCESec

Mentor CPD1

Part 2:

- Operational planning for PGCE School Based Training

SBT Phase 1

<u>19 Oct – 22 Oct:</u> 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

<u>2 Nov- 17 Dec:</u> 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

@BCUPGCESec

SBT Phase 2a: Home School

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.

@BCUPGCESec

SBT Phase 2b: Contrasting School

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)

<u>14 Feb:</u> 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

- A timetable for teaching

- Opportunities for trainees to meet and start subject preparation tasks with their SM

<u>1 Mar- 8 April:</u> Trainees start teaching in 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.

@BCUPGCESec

SBT 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.

@BCUPGCESec

BCU Mentor Handbook

BIRMINGHAM CITY University
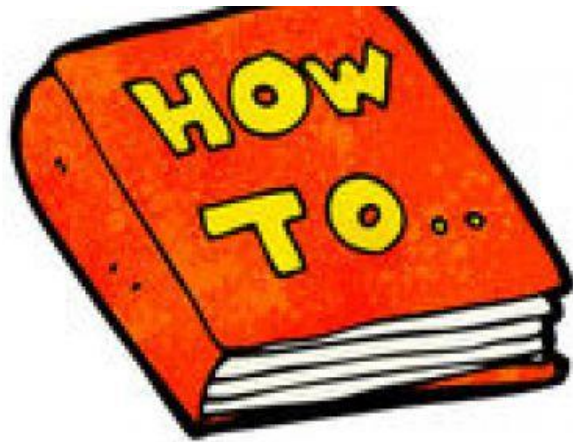
- ✓ Training guide – rooted in relevant / current research
  - Available to download online [here](#)
  - Links to best practice
  - Links to ITT policy / roots of ECF policy too
  - CPD tool for partner schools
- ✓ Reference to BCU protocols (bespoke to Secondary PGCE)
- ✓ Supported by Professional Mentor and Subject Mentor Briefing Documents

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY TEACHER
Committed
Creative
Confident
Collaborative

Professional Mentor Responsibilities

As identified in PM Briefing Document (already circulated)

- Set up placements – liaise with BCU Education Partnerships Team

- Create trainee's timetable

- Identify and induct/ support Subject Mentor

- Set up an internal SEND week for your trainees in school – **liaise with BCU if you have a large cohort of trainees and want to work with our Partnership SEND providers**

- Attend, and ensure all school mentors attend, Mentor CPD Events

- Secure Mentoring time (1 hour per week)

- Quality assure Subject Mentors' LOR feedback in Phase 1 and 2

- Joint observation of all trainees with Subject Mentor – return form to Education Partnerships Team

- Overview of trainee's progress / well-being

- Support struggling trainees - involved in Rapid Improvement Target discussions)

Faculty of Health, Education and Life Sciences

BIRMINGHAM CITY University

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY TEACHER

Committed
Creative
Confident
Collaborative

Subject Mentor Responsibilities

- Guide and support the trainee's professional development and subject specific pedagogical knowledge in line with the BCU ITE Curriculum,

- Access PGCE paperwork related to the role from the BCU Secondary PGCE Partnership Webpages,

- Attend termly BCU Mentor CPD and at least 2 Subject Mentor Drop-Ins over the training year,

- Meet with the trainee for one hour a week,

- Observe the trainee teaching twice each week and provide written formative feedback using the BCU LOR forms,

- Review planning, Progress Journal reflections and address assessment requirements with the trainee weekly,

- Liaise with the trainee's subject tutor – conducting joint observations and joint mentor meetings whenever possible,

- Update the school's professional mentor on the trainee's progress each half term,

- Complete formative and summative assessments aligned to the BCU ITE Curriculum.

@BCUPGCESec

Mentor Audit

Please can **all PGCE Secondary Partnership Subject Mentors** complete and return to the relevant named subject tutors a completed BCU Mentor Audit. This is:

- An opportunity for you to reflect on knowledge and skills in role

- To identify areas of strength and development needs across the BCU Partnership

- Information to guide future BCU Mentor CPD Events – i.e. Subject Mentor Drop Ins

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY
Committed
Creative
Confident
Collaborative
TEACHER

Expectations of trainees during SBT

- Adherence to school's professional standards – dress code, Covid protocols, attendance protocols, punctuality, etc.
- Implementation of school's behaviour policy in and around school
- 1 paired duty a week with Subject Mentor initially – then solo duty (phase 3)
- Sharing of PGCE files with Mentors and Tutors on BCU One Drive:
  - Lesson planning
  - Progress Journal
  - Subject Knowledge Audit
  - Learning Event Forms
- Plan all lessons
- Prepare 2 long BCU lesson plans for BCU observations ahead of Mentor meetings in Phase 1 and 2
- Evaluate lessons after each Subject Mentor observation
- Complete detailed weekly reflections in Progress Journal before weekly Mentor Meetings

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY TEACHER

Committed
Creative
Confident
Collaborative

BCU ITE Curriculum

Start of ITE journey

Pedagogical knowledge development within ITE modules

SBT with expert colleagues in partnership schools

QTS
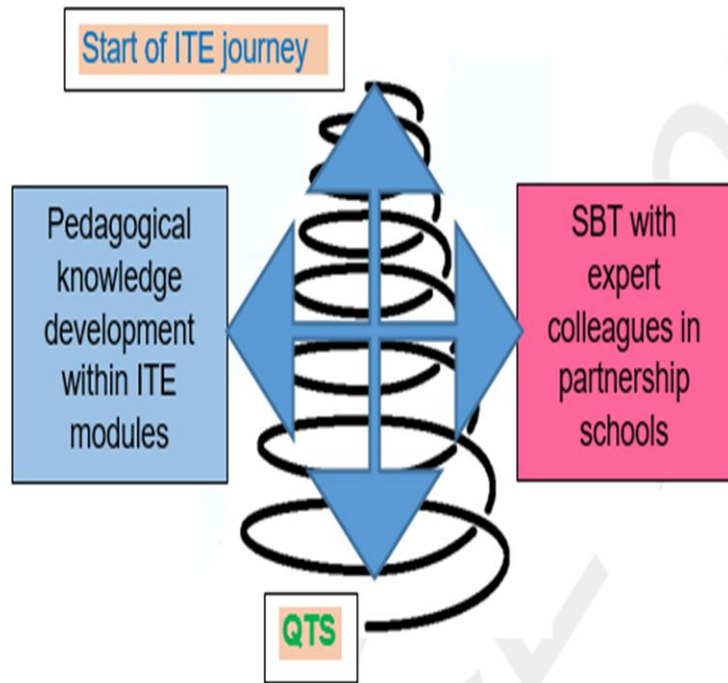
A. How to use critical enquiry and research informed practice to develop an understanding of effective teaching and learning.

B. How classroom practice establishes effective behaviour management using high expectations and awareness of pupils' well-being.

C. How knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impacts on pupils' progress and well-being.

D. How to plan and assess learning to ensure that all pupils make progress.

E. How to implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.

F. How to develop professional behaviour and contribute effectively to the wider life of the school.

@BCUPGCESec

An Ambitious Curriculum
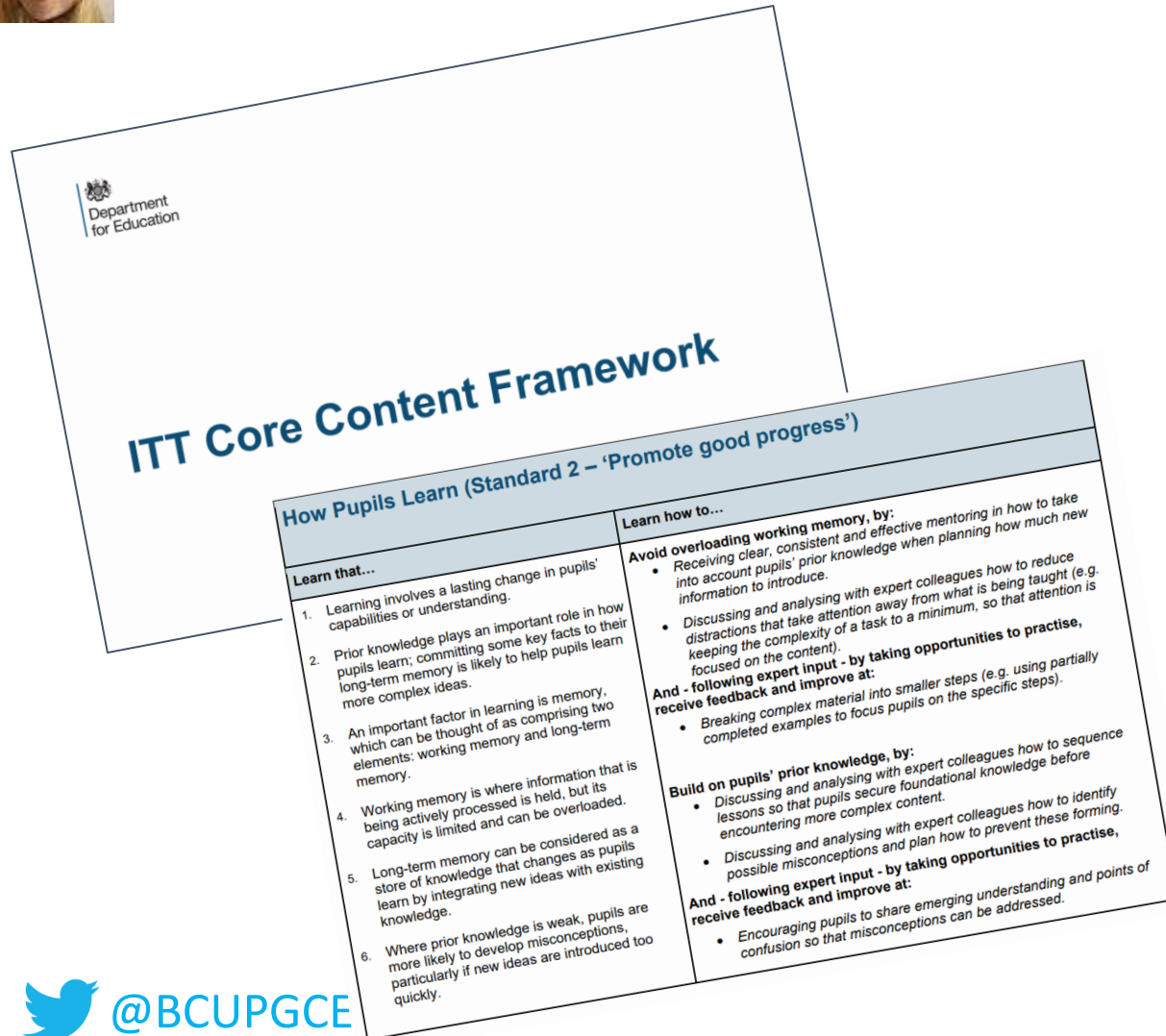
Standard 4: Plan and teach well-structured lessons	BCU ITE Curriculum Key Theme D
- impart knowledge and develop understanding through effective use of lesson time - promote a love of learning and children's intellectual curiosity - set homework and plan other out-of-class activities to consolidate and 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).	Trainees plan and assess learning to ensure that all pupils make progress. **ITT Core Content Framework** Classroom Practice and Adaptive Teaching Assessment

- The ITT Core Content Framework sets out a minimum entitlement for trainee teachers and places a duty on providers of initial teacher training – and their partner schools – to meet this entitlement
- The content detailed in the ITT Core Content Framework, is a statutory requirement of providers
- Providers ensure trainees **learn that** and **learn how**
- BCU ITE Curriculum covers all elements of the ITT CCF – and adds more!

@BCUPGCE

Assessment

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.

- ITE year will be an ongoing formative assessment process
- Expectations of progress loosely align to each Phase of SBT – i.e. Exploring in Phase 1, Establishing in Phase 2 etc.
- Elements of the BCU ITE Curriculum Themes considered in weekly Subject Mentor meetings and BCU Review and Progress meetings
- Referencing the statements aligned to the BCU ITE Curriculum on the ITE Tracker
- QTS assessment in Phase 3 must have all BCU ITE Curriculum Themes at a minimum of Establishing

@BCUPGCESec

Assessment Points – BCU meetings

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

@BCUPGCESec

The RIT Process

Sometimes trainees are not able to demonstrate expected progress. In such circumstances the SM will notify the BCU Subject Tutor **and their PM** to begin a Rapid Improvement Targets Plan.

- Targets discussed strategically among tutor and mentors

- Meeting with trainee to discuss and present next steps

- BCU SLT informed of plan and they monitor its progress

- 2 week focus on clear SMART targets to support the trainee and get them back on track – form on webpages

- RIT period can an be repeated / extended

- Definite end point identified which will lead to the trainee moving to a Cause for Concern and ultimate attainment targets identified before they are identified as succeeding /failing the School Experience Module.

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY
Committed
Creative
Confident
Collaborative
TEACHER

BCU Partnership Webpages

BIRMINGHAM CITY University

PGCE Secondary partnerships

Partnerships and collaborations Home Page	PGCE Secondary partnerships
School Direct	
PGCE Primary and early years partnerships	
PGCE Secondary partnerships >	
PCET partnerships	
Collaborative partners	
Community partners	
Early Career Teacher Support	
Undergraduate Secondary Partnerships	
Education journal magazine	

Tabs: Overview | Placement Documents | Professional Expectations | Mentoring Documents | Mentor CPD | Partnership Information | Minutes, Reports and Newsletters

Information and documents below should be used by partner schools and mentors during the PGCE year.

2021/22 Calendar overview- all routes

This is a full timetable for the PGCE year - we will do our very best to update this with any changes over the year!

Full PGCE Calendar - all routes

A short overview of the year (designed for Core PGCE trainees) is also available as a guide to mentors here:

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY
Committed
Creative
Confident
Collaborative
TEACHER

Paperwork

- All paperwork has been updated!
- Paperwork from Mentors has been streamlined
- Examples available to review on our webpages
- Download from [PGCE Secondary partnerships - Placement Documents - School of Education and Social Work | Birmingham City University (bcu.ac.uk)](#)

2021/22 School Based Training Documents for Mentors

Professional Mentor Briefing 2021

Subject Mentor Briefing Pack PGCE (draft)

ITE Tracker

Lesson Observation Record 2021/22

Internal Mentor Moderation form 2021/22

Rapid Improvement Target Form

Review Meeting Form

Progress Meeting Form

Review and Progress Forms

What is new?

Learning Events
➢ Take place between BCU tutor and trainee at both Review and Progress Meetings
➢ Subject Mentors support by ensuring that trainees' Progress Journals and Trackers are up to date

The BCU ITE Tracker

BIRMINGHAM CITY University

BCU ITE Curriculum Key Theme D - Trainees plan and assess learning to ensure that all pupils make progress.
(CCF – Classroom practice and Assessment) (TS4 and TS6)

Phase 1 Exploring	Phase 2 Establishing	Phase 3 Embedding
The trainee works alongside expert colleagues at BCU and in school through observations, discussion, CPD and team teaching opportunities to develop their knowledge, skills and understanding of planning and assessment to:	The trainee works alongside expert colleagues at BCU and in school through teaching lessons, observations, discussion, CPD opportunities to develop their practice, knowledge, skills and understanding of planning and assessment to:	The trainee collaborates with expert colleagues at BCU and in school through confident teaching, observations, discussion and CPD to develop their practice, knowledge, skills and understanding of planning and assessment to:
explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented	plan effective sequences of learning using a range of teaching strategies	plan and teach innovatively and creatively, fully engaging and challenging all pupils. Lesson sequences are developmental and progressive
identify the teaching and learning strategies, e.g. modelling, explanations, scaffolding, and classroom talk, that enable pupils to make progress in their learning	plan sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills	comprehensively embed a range of teaching and learning strategies and adapt these to ensure that all learning needs are met
adapt and teach from existing planning to demonstrate the key lesson components in practice	use a range of teaching and learning strategies effectively (including pre-teaching, grouping of pupils and deployment of additional adults and resources) to adapt the learning to meet the needs of all pupils. Pupils make appropriate progress	uses higher-order teaching strategies, such as narrating thought processes, through asking a range of questions when modelling to make explicit how experts think
begin to implement a range of teaching and learning strategies, e.g. modelling, explanations, and scaffolding, to enable pupils to make progress through critical thinking and problem solving		
observe how expert colleagues adapt lessons during the teaching process based upon formative assessment	plan appropriate 'Assessment For Learning' strategies, e.g. mini-plenaries, questioning, self-assessment and peer assessment, within the lessons they teach linked to the lesson objective	expose potential pitfalls/misconceptions and explain how to address them
discuss and analyse 'Assessment For Learning' opportunities with expert colleagues	effectively implement assessment strategies to monitor progress and inform future lessons. There is evidence of impact on pupils' progress	continually adapt the teaching to respond to emerging learning needs
recognise the importance of effective marking and feedback in line with school policy through discussion with expert colleagues		fully integrate additional adults into the planning, teaching and assessment process (where applicable)
use marking and feedback strategies effectively within the lessons they teach and identify how pupils act on feedback to make progress	use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach	consistently use specific, helpful, and manageable marking and feedback strategies effectively within the lessons they teach to enable all pupils to make progress
discuss and explore how summative assessment informs future planning, and discuss with expert colleagues how externally validated summative assessments are used	use summative assessment to inform planning to ensure progress for all pupils	ensure that assessment is integral to the teaching and learning process and to analyse assessments to inform future planning. The impact of the teaching is evident in progress data and targets can be set

Progress:		YES/NO
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		Choose an item.
If not on track have Rapid Improvement Targets been set?		Choose an item.

@BCUPGCESec

THE BIRMINGHAM CITY UNIVERSITY TEACHER
Committed
Creative
Confident
Collaborative

Mentor CPD1

Part 3:

-Subject specificity and support for subject mentors

Subject Specificity

One way we have ensured that we provide an ambitious curriculum is through our identification of up to 6 Subject Specific Priorities. These have been developed:

- Following reviews of curriculum priorities across our region

- With reference to current subject specific research

- In consultation with Subject Mentors across the partnership

PRIORITIES

1.
2.
3.

Committed
Creative
Confident
Collaborative

THE BIRMINGHAM CITY UNIVERSITY TEACHER

Subject Leads (and Module Leads)

- Art & Design – Peter Carr: Peter.Carr@bcu.ac.uk

- Computer Science - Chris Swan: Christine.Swan@bcu.ac.uk

- Design and Technology– Tracey Goodyere: Tracey.Goodyere@bcu.ac.uk

- Drama – Dr Chris Bolton: Christopher.Bolton@bcu.ac.uk (module lead EDU7342)

- English – Fiona Darby: Fiona.Darby@bcu.ac.uk (module lead EDU7343)

- History – Heather Hatton: Heather.Hatton@bcu.ac.uk (interim)

- Geography – Paul Sanders: Paul.Sanders@bcu.ac.uk

- Mathematics - Don Newton: Don.Newton@bcu.ac.uk

- MfL – Kerasia Lefkaditou: Kerasia.Lefkaditou@bcu.ac.uk

- Music – Kelly Davey Nicklin: Kelly.DaveyNicklin@bcu.ac.uk

- Physical Education – Will Swaithes: William.Swaithes@bcu.ac.uk

- Religious Education – Jen Whitford: Jennifer.Whitford@bcu.ac.uk (module lead EDU7346)

- Science (Biology, Chemistry and Physics) – Kerry Taylor: Kerry.Taylor@bcu.ac.uk

- *Social Sciences – delivered by SD Lead School – link tutors Simon.Whitehouse@bcu.ac.uk and Jennifer.Whitford@bcu.ac.uk*

@BCUPGCESec

Art and Design

- Equality, diversity and inclusion in Art and Design

- Teaching as artistic practice

- Critical thinking in lesson planning for Art and Design

- The art and the design in Art and Design

- Drawing to learn not learning to draw

- Innovative post-pandemic pedagogy for Art and Design

Core pedagogy / reading recommendation: Addison, N., Burgess, L., Steers, J., Trowell, J. (2010) *Understanding Art Education: Engaging reflexively with practice*, Routledge,

@BCUPGCESec

Computer Science

- Developing logical thinking and research skills through creative problem solving

- Exploring the domain of computer science and IT

- Evaluating computer science and IT pedagogy

- Planning and structuring learning in computer science

- Creative, innovative and inclusive practice through computer science projects

- Developing as a subject professional
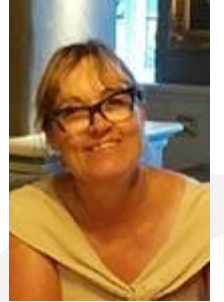
Core pedagogy / reading recommendation: *Sentence, S. (2018) Computer Science Education: Perspectives on Teaching and Learning in School. Bloomsbury* And *Raspberry Pi (2021) Big Book of Computer Science Pedagogy Raspberry Pi Press*

@BCUPGCESec

Design Technology

- Teaching iterative 21st century concepts for modern technologies and careers
- STEM ambassadors for collaborative working in schools.
- Applying Health and Safety effectively in the workplace
- Being an active researcher within subject demonstrating creative approaches to pedagogies
- Working effectively with other adults, stake holders and Industry
- Adaptive approaches for inclusivity, specific to the teaching of DT

Core pedagogy / reading recommendation: *Barlex D, Steeg T. (2017) Big Ideas for Design & Technology. Published by D&TforD&T*

Drama

- Understanding of the relationship between drama content and form- becoming an artful teacher

- Process drama- developing the pro-social aspects of drama

- Linking drama education research and practice

- Assessment, progression and differentiation in drama

- Approaches to drama texts

Core pedagogy / reading recommendation: _Rasmussen, B., (2010). The 'good enough drama': reinterpreting constructivist aesthetics and epistemology in drama education. RiDE: The Journal of Applied Theatre and Performance Vol.15, No 4, November 2010, 529-546_

@BCUPGCESec

English

- Creative pedagogies for teaching English
- Exploring diversity in the English curriculum
- Critically engaging with English pedagogies for adaptive teaching
- Exploring and practising the writer's craft
- Ensuring breadth and depth within the English curriculum
- Promoting oracy in the English classroom

Core pedagogy / reading recommendation: *Webb J. (2020) Teach Like A Writer. Abingdon, Routledge*

@BCUPGCESec

History

- Substantive knowledge in History – securing knowledge for the classroom
- Disciplinary knowledge in History – developing as historians
- The nature of progression in History
- Access, engagement and understanding through adaptive teaching strategies
- The wider community within History education, including academic historians
- Historical enquiry and diverse curriculum design

Core pedagogy / reading recommendation: _Counsell C (2017) , 'The fertility of substantive knowledge: in search of its hidden generative power', in 'Debates in history teaching', edited by I Davies, 2nd edition, Routledge,_ And - https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history#fn:54

Geography

- The Geography curriculum: a lifelong 'conversation' about the earth
- Geographical enquiry: using Big Geography questions
- Geographical skills, digital Geography, GIS and fieldwork.
- Planning Geographical learning: First, Second & Third Space & decolonisation
- Geography for all: inclusion and adaption

- Core pedagogy / reading recommendation: Bustin, R (2011) The living city: Thirdspace and the contemporary geography curriculum, Geography, Summer And - Milner, C (2020) Classroom strategies for tackling the whiteness of geography, Teaching Geography, Autumn

@BCUPGCESec

MfL

- Creative and engaging ways of teaching and improving grammar
- Effective ways of learning and retaining vocabulary
- Cognitive processes involved in learning a language and how all four skills can be best taught (use of phonics, song and rhyme and ICT)
- Use of target language to achieve language confidence and mastery
- Access and engagement through adaptive pedagogies
- Promoting cultural awareness to increase cultural capital and improve learners' motivation

Core pedagogy / reading recommendation: *Ofsted (2020/21) Curriculum Research review Series: Languages*

@BCUPGCESec

Mathematics

- Using assessment in Mathematics to gauge understanding and address misconceptions.
- Subject knowledge development in Mathematics (across all phases).
- Developing conceptual understanding in the Mathematics classroom.
- Lesson planning incorporating fluency, reasoning and problem solving.
- Developing subject pedagogy that fosters the belief that all pupils can achieve in Mathematics.
- Critically reflect on research led Mathematics practice.

Core pedagogy / reading recommendation: Foster C. (2021) What are 'like terms'? *Mathematics in School magazine, September 2021 The MA website www.m-a.org.uk* And *Barton C. (2018) How I Wish I'd Taught Maths. Woodbridge: John Catt*

@BCUPGCESec

Music

- Linking music education research and practice

- Linking high musical expectations to high BFL expectations

- Musical teaching and pupils' musical responses

- Breaking barriers to musical learning

- Contributing to the wider musical life in school

Core pedagogy / reading recommendation: *Ofsted - July 2021 'Doing Music Is Not Enough':* https://www.gov.uk/government/news/simply-doing-music-is-not-enough *And - Swanwick K. (1999) 'Teaching Music Musically' Abingdon, Routledge.*

Physical Education

- Meaningful PE

- Health & Safety in PE

- Rich & Varied Delivery of PE

- Healthy Active Lifestyles

- Issues around Social and Cultural Diversity in PE

- Character development

Core pedagogy / reading recommendation: *Capel S. (2020) A Practical Guide to Teaching Physical Education in the Secondary School. 3rd ed. Milton: Routledge, 2021.*

@BCUPGCESec
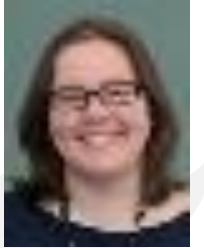
Religious Education

- Religion and world views agenda
- Exploring sources of wisdom and authority
- Discourse around ethical issues
- Access and engagement through adaptive pedagogies
- Progression for learners within the subject curriculum
- Principles of character education

Core pedagogy / reading recommendation: _The Commission on Religious Education (2018) report 'Religion and Worldviews: the way forward – a national plan'._

@BCUPGCESec

Science

- Developing secure subject knowledge beyond science specialism
- Developing learners as scientists
- Creative and research based pedagogies for the science classroom
- Assessment for understanding and application
- Purposeful practical work

Core pedagogy / reading recommendation: *Salehjee, S (2021) Mentoring science teachers in the secondary school A practical guide. Oxon: Routledge* And - *RADAAR Planning Framework (Kaiser, 2019; Kaiser 2020) informed by EEF Improving Secondary Science*

Social Sciences

- *Pedagogies to support independent learning*
- *Adaptive pedagogies to support the subject/s*
- *Dialogic pedagogies in practice*
- *Linking subject to relevant social contexts*
- *Subject assessment priorities*

Core pedagogy / reading recommendation: *Halssal J.P (n.d.) The Pedagogy of the Social Sciences Curriculum. Springer.* And - *Mangal and Mangal (2018) the Pedagogy of Social Sciences. PHI Learning Pvt. Ltd.*

Subject Mentor support

BIRMINGHAM CITY University

Within the calendar we have identified 4 dates for online Subject Specific Drop-Ins for mentors. Please attend at least 2? These sessions will guide mentors around:

- Subject pedagogy being developed in BCU sessions

- Identify elements of the subject / curriculum to explore during Subject Mentor meetings with trainees

- Support Mentors in compliance to BCU protocols

@BCUPGCESec

Week commencing:
- 1 November 2021
- 13 December 2021
- 7 March 2022
- 13 June 2022

BCU Subject Leads will contact all Mentors to identify a suitable evening and time for their first drop in after this Mentor CPD 1 Event

THE BIRMINGHAM CITY UNIVERSITY TEACHER
Committed
Creative
Confident
Collaborative

Other Subject Mentor Support

- Subject Mentor Briefing Pack from Education Partnerships Teams
- Fully funded Mentor CPD – Level 7 module – flyer to come to you after half term
- Subject Mentor weekly updates from our BCU Subject Leads

@BCUPGCESec

Your BCU Trainees

BIRMINGHAM CITY University

- Names of allocated trainees will be sent out to all Partnership Schools next week

- Trainees will email their Subject Mentor with their Pen Portraits in the following week

- Trainees will email Professional Mentors to clarify arrangements for their induction from Tuesday – Friday (19-22 October 2022)

@BCUPGCESec

Strategic Partnership Committee

- Meets termly – overview of discussions published on our webpages

- Co-chaired by Professional Mentors within the Partnership

- Input from Subject Mentor Representatives from across the partnership

- PE SM Rep Vacancy

- Names and contact details of SM Reps are on our webpages – please contact them with any ideas, constructive feedback about the PGCE and UG Secondary Partnership

- Next meeting will be in November 2021 – date to be confirmed

@BCUPGCESec