

BCU Secondary Strategic Partnership Committee- 9 June 2020

Partnership Website summary

The meeting was conducted over MS Teams with good attendance from across the partnership with subject mentor and School Direct, SCITT representation in addition to the BCU PGCE secondary team.

The main focus of discussion was concerning plans to adapt to the Covid 19 situation to ensure an effective ITE programme can continue. In addition, there was discussion of ongoing plans to enhance the programme and sustain meaningful partnership support for schools working with our trainees.

1. The university is proposing a year-long attachment for all QTS trainees across PGCE programmes in 2020/21.

This was discussed and many opportunities within the model were identified – e.g.:

- Chance to support increased workload and interventions in schools,
- Flexibility to induct trainees in aspects of role within a secure context,
- Opportunity to sustain contact if further lockdowns occur,
- Need to look at many paired or larger attachments in willing schools to secure a sufficiency of offers – especially in core subjects when numbers are high and trainees will be local.

The university will ensure now that this is communicated clearly to partner schools and immediately start to review sufficiency and in turn secure offers before the end of the summer term where possible.

2. Discussion around trainee progress would support move to extended training as mandated by DfE / ECF. Mentors and schools will be provided with ongoing partnership and support from BCU as they start NQT year etc.

3. Adaptive teaching placements were present as being external and internal opportunities for new trainees. The committee reviewed and optional arrangements to suit the needs of trainees and placement schools. Support for the new model was secured.

4. New subject plans for 2020/21 were discussed

- Subject pedagogy plans are currently being reviewed by subject teams – they will be shared with SM leads this month ,
- Challenges with assessment TS6 was identified – cannot be covered fully in curriculum plans (e.g. target language use in MfL when trainees are specialists in different languages) - perhaps this is something the attachment could support through making this a specific focus in the tutor / mentor liaison?

5. SDP targets were reviewed in subject groups – overall progress against identified targets from last year's evaluation were secured.

Meetings for 2020/21 will be set in September and will likely resume in an online format for the first term at least.