

Secondary Mentor CPD1

17 October & 1 November 2022



BIRMINGHAM CITY
University



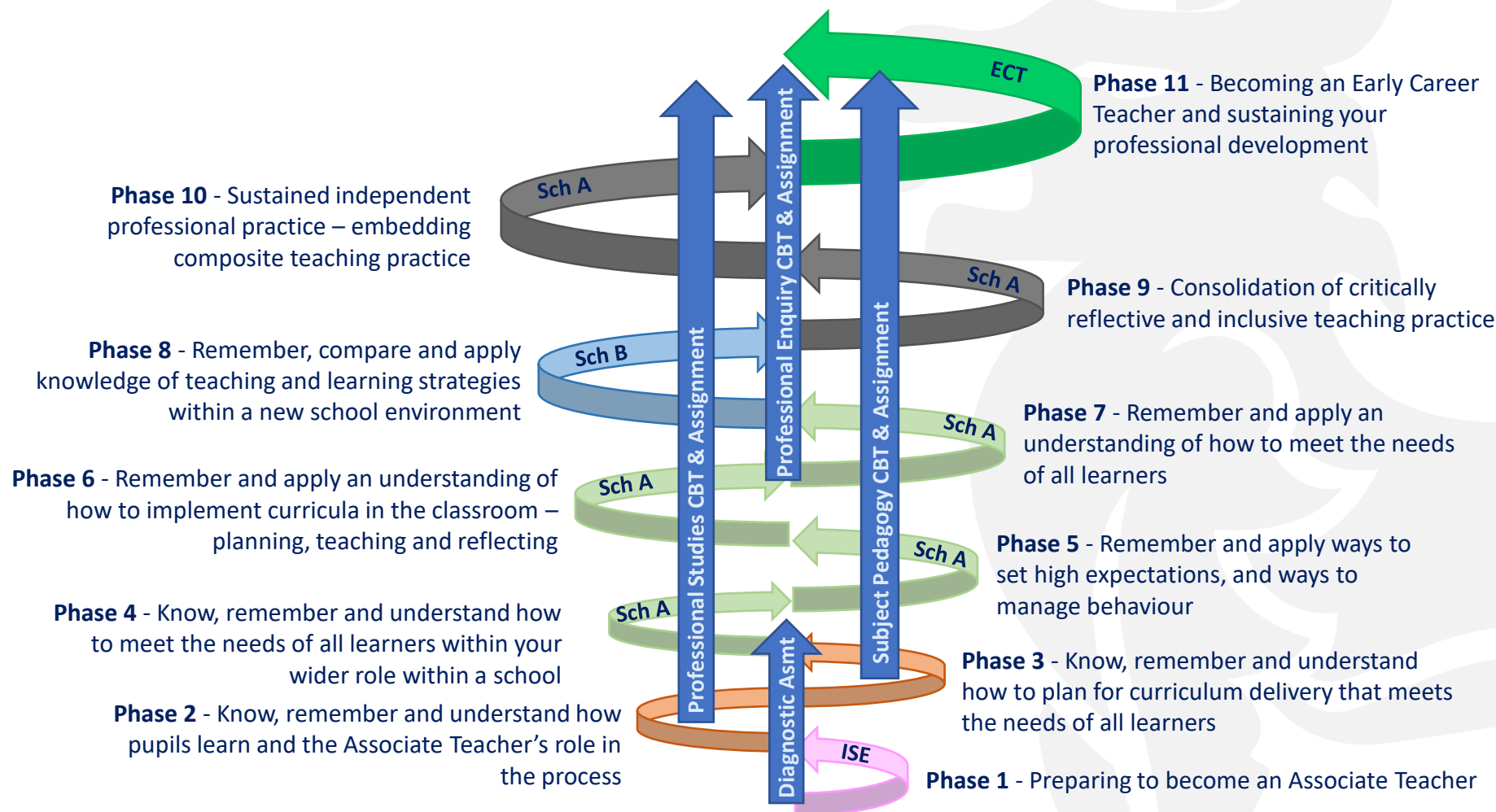
Keynote

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)



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.

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Key Dates Autumn/Spring 2022-23

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- 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)
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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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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



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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- Full lesson plan to be completed for a **minimum of two** lessons per week (linked to formal lesson observations).
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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)

The Curriculum Map

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

BIRMINGHAM CITY University						Secondary SUBJECT PGCE									
						Centre Based Learning				BCU Curriculum Links				School mentor, Associate Teacher and Tutor complete section to specify how the trainee is supported in their BCU curriculum in school	
Phase of Training	M	Week Begin	Module Code, Session Number Title	Pre-Session Task	Session Knowledge. Learn that... Associate Teachers should read, watch, do the following:	Centre and School Based Assessment Learn how to... Week assessment outcomes.									
Phase 2 - Know, remember and understand how to perform and the trainee teacher's role in the process			EDU7343 Professional behaviours and expectations. 'The Big Picture'	Refer to the Professional Studies full reading list provided for details of: Essential, Recommended and Additional reading. Please complete the essential reading as a minimum prior to the session as in the Key below CLY: 12, 14, 2,3 & 31 VE: ch2 BAH: ch2, & ch.BCLY	Learn that... Attendance at the Big Picture Session - A curriculum is constructed to develop Associate Teachers' knowledge over time, so that they can remember and apply more in partnership with schools. The BCU curriculum takes a phased approach to learners' understanding and development, this has been crafted to support deeper learning. That the curriculum links with the teaching standards, both are used in a sequenced curriculum to form judgements that support the awarding of QTS by the end of the course. Korthagen, J. Loughran, J., & Russell, T. (2008) Developing fundamental principles for teacher education programs and practices, Teaching and Teacher Education 22, 920-944. Cooper, K., & Olson, M. R. (1986). The multiple faces of teacher identity. In M. Kompi, V. R. Bond, D. Dworet, & R. T. Boak, Changing research and practice: Teachers' professionalism, identities and knowledge (pp. 78-89). London: Falmer Press Pogner, L. and Tabke, J. (2010) Why is critical reflection important? Chapter 4. Professional Issues in Secondary Teaching. Sage Publications Ltd. Stronachs, I., Corbin, B., Monamara, O., Stark, S., & Varne, T. (2002) Towards an Uncertain Politics of Professionalism: Teacher and Nurse Identities in flux. Journal of Education Policy 17(1) Available at: https://www.researchgate.net/publication/27396537_Towards_an_Uncertain_Politics_of_Professionalism_Teacher_and_Nurse_Identities_in_Flux			X						X	Trainees complete the tasks set for this week end upload
			EDU7343 AM Managing behaviour, the importance of positive relationships, clear expectations, establishing routines, choices and consequences. PM Principles of cognitive science and cognitive load for effective learning. How does learning happen?	Refer to the Professional Studies full reading list provided for details of: Essential, Recommended and Additional reading. Please complete the essential reading as a minimum prior to the session as in the Key below CLY: 3,33 VE: ch.7 BAH: ch.11	Learn that... Managing Behaviour and the importance of positive relationships: Effective approaches for promoting good behaviour need to be planned, its importance in terms of impacts on learning and outcomes. Establishing and reinforcing consistent routines is important to promote climate for learning (e.g., entry & exit routines, gaining & maintaining pupils' attention and practical activity routines). Building relationships with learners with high expectations and teacher as role model supports the foundations for learning to take place in safe environments. 'Behaviour for Learning'. In Houtz, S. (Ed.) (2009) Reflective Reader: Secondary Professional Studies, Exeter: Learning Matters. Covvley, S. (2010) Getting the buggers to behave Continuum. Lemov, D. (2021) Doug Lemov's field notes: A Teach Like a Champion 3.0 excerpt – Warm/Strict [online] Available at: https://thechalkchampion.org/blog/teach-like-a-champion-3-0-excerpt-warm-strict/ [Accessed: 12/09/2022] Rogers, B. (1995) Classroom behaviour: a practical guide to effective teaching, behaviour management and colleague support. The Principles of cognitive sciences Understanding how we learn through cognitive science understanding allows Associate Teachers to develop effective teaching strategy that engages all learners. Capel, S., Leach, M. & Younis, S. (eds.) (2019) Learning to Teach in the Secondary School (8th Edition) London: Routledge. Claxton, G. (2016) Building Learning Power from: http://www.buildinglearningpower.co.uk The Education Endowment Foundation (2021) Cognitive Science Approaches in the Classroom: A Review of the Evidence. Available at: https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf			X							Familiarise yourself with the Behaviour Policy in School – what do you do routinely in your professional practice?
			EDU7343 Safeguarding	Keeping Children Safe in Education – updated for 2022 Keeping children safe in education - GOV.UK (www.gov.uk) Refer to the Professional Studies full reading list provided for details of: Essential, Recommended and Additional reading. Please complete the essential reading as a minimum prior to the session as in the Key below CLY: 11& 13, & 8,3 VE: ch.3 BAH: ch.20	Learn that... Associate Teachers must understand their own and others' responsibilities in-line with current safeguarding policies and procedures. Be able to recognise factors which may indicate a child is at risk. To understand issues around information sharing and multi-agency working. To have the confidence to carry out necessary procedures when faced with a concern about a child's welfare. To have a deep knowledge of the factors that contribute to issues that result in safeguarding concerns. Essential Reading and attendance Current Keeping Children Safe In Education Document (DfE, 2022) Every Associate Teacher - must attend a Level One Safeguarding face to face session. In addition, you should keep up to date with leg developments as they arise. There are a range of resources and links on this Moodle site to support your developing understanding and practice in relation to the range of potential safeguarding issues. In addition to your statutory annual safeguarding training sessions, you must read the following sections of the current version of Keeping Children Safe in Education (DfE, 2022) Part One: Safeguarding Information for all Staff Part Four: Allegations made against Concerns raised in relation to teachers Part Five: Child-on-Child Sexual Violence and Sexual Harassment.									X	Familiarise yourself with the DSL and their deputies – how can they be? Familiarise yourself with the school's record keeping procedures; Read and understand the school's policy and procedures for dealing with child abuse; Discuss with the DSL how you would support victims of abuse or if you know they are being taken seriously and will be supported. Find out about procedures to ensure data protection and security – role within this and what do you need to do routinely in your professional practice?

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

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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....



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

Text in black is the same across all subjects

Text in blue is relevant to your subject

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
<p><i>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</i></p> <p>engage with relevant research and policy relating to subject and pedagogical knowledge <i>e.g. discuss with expert music colleagues' policy and research that informs the department</i></p> <p>reflect on lessons making links to theory and practice explored in taught sessions and observed in school <i>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</i></p> <p>use subject audits to identify areas of current strengths and development</p> <p>use identified resources and reading to support learning in the subject</p> <p>track own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</i></p> <p>critically evaluate identified resources and reading to develop subject and pedagogical knowledge <i>e.g. discuss these during a Music subject mentor meeting</i></p> <p>reflect critically on practice to identify and discuss links to <i>evidenced</i> based research</p> <p>recognise pedagogical approaches they have adopted which are underpinned by learning theories</p> <p>identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result <i>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?</i></p> <p>engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding <i>e.g. improving their knowledge of Samba music through listening, watching and learning the key features of Samba and evidence this</i></p>	<p><i>The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:</i></p> <p>make informed pedagogical choices based on reading, research, and intended impact on pupils' learning <i>e.g. reading about groupings in music classrooms and implementing and justifying this in lesson plans</i></p> <p>justify these choices in professional discussions with expert colleagues</p> <p>critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice <i>e.g. explain clearly the importance of an integrated approach in music lessons and how they are addressing this in their planning and lessons</i></p> <p>critically evaluate reading and research to continue their own professional development</p>

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

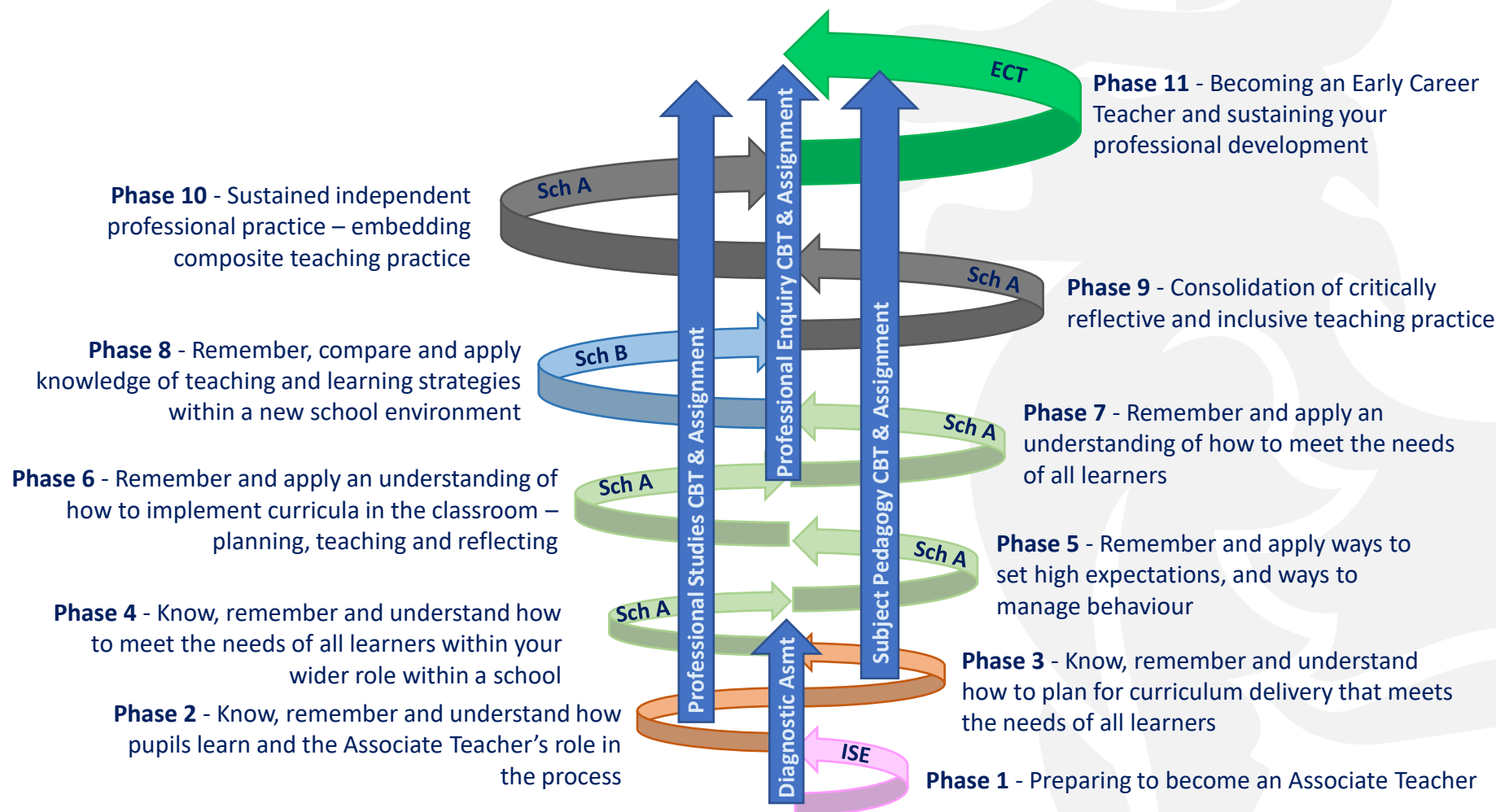
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PGCE Secondary Curriculum

Key

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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
<p><i>The Associate Teacher works with the support of expert colleagues at BCU and in school to:</i></p> <p>engage with relevant research and policy relating to subject and pedagogical knowledge <i>e.g. discuss with expert music colleagues' policy and research that informs the department</i></p> <p>reflect on lessons making links to theory and practice explored in taught sessions and observed in school <i>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</i></p> <p>use subject audits to identify areas of current strengths and development</p> <p>use identified resources and reading to support learning in the subject</p> <p>track own development of curriculum and pedagogical knowledge, skills, and understanding</p>	<p><i>The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:</i></p> <p>critically evaluate identified resources and reading to develop subject and pedagogical knowledge <i>e.g. discuss these during a Music subject mentor meeting</i></p> <p>reflect critically on practice to identify and discuss links to <i>evidenced</i> based research</p> <p>recognise pedagogical approaches they have adopted which are underpinned by learning theories</p> <p>identify the impact of their practice on pupils' learning and discuss with expert colleagues how to develop practice as a result <i>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?</i></p> <p>engage more fully with subject audits tracking own development of curriculum and pedagogical knowledge, skills, and understanding <i>e.g. improving their knowledge of Samba music through listening, watching and learning the key features of Samba and evidence this</i></p>	<p><i>The Associate Teacher is proactive and accountable for own choices and works collaboratively with expert colleagues at BCU and in school to:</i></p> <p>make informed pedagogical choices based on reading, research, and intended impact on pupils' learning <i>e.g. reading about groupings in music classrooms and implementing and justifying this in lesson plans</i></p> <p>justify these choices in professional discussions with expert colleagues</p> <p>critically evaluate the impact of pedagogical approaches on pupils' progress and use research informed practice to develop their practice <i>e.g. explain clearly the importance of an integrated approach in music lessons and how they are addressing this in their planning and lessons</i></p> <p>critically evaluate reading and research to continue their own professional development</p>

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