

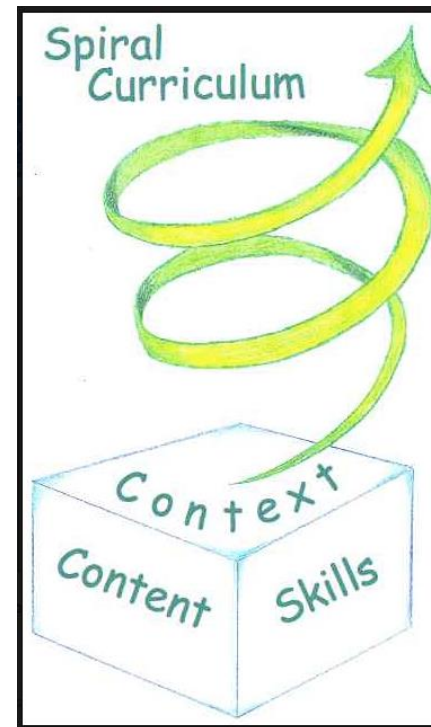
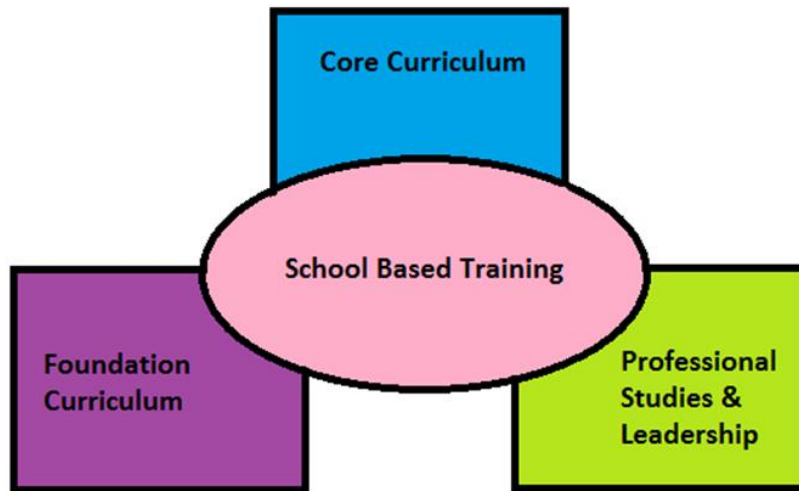
PGCE Primary & Early Years : School Based Training Mentor Briefing

October 2024



BIRMINGHAM CITY
University

The BCU ITE Curriculum



The BCU ITE Curriculum

BCU ITE Curriculum Key Themes

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

B. How classroom practice establishes effective behaviour management through the use of 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. How trainees 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. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

Safeguarding

- Prior to placement Associate Teachers will have completed Home Office Prevent training and Level 1 Safeguarding Training
- Associate Teachers will receive a Safeguarding Confirmation Letter from BCU and you can access this from the Student Allocations on PCP (Placement Communication Portal)

Placement Communication Portal



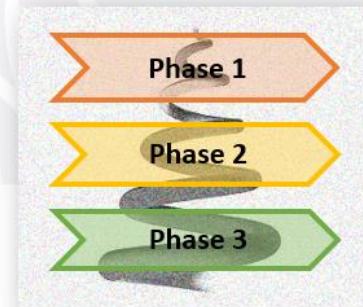
**Birmingham City University
Placement Communication
Portal**

<https://arc.bcu.ac.uk/pcp/>

PGCE Curriculum Document

PGCE Primary & Early Years Curriculum

Links to pages	
Art and Design	Mathematics
Computing	Music
Design and Technology	Physical Education
English	Religious Education
Geography	Science
History	
Languages	Professional Studies



Subject Specific Development Journal

Name:	
Student ID:	
<h2>PGCE Primary & Early Years</h2> <h3>Subject Specific Development Journal</h3>	
<p>This document will be referred to in your taught sessions and whilst on placement. You will share this with your PDT, UT and school mentors over your three placements.</p> <p>Sessions: practise learning at the end of session/during your session and how you have applied your learning.</p> <p>Placement: before planning for a particular subject review what you have done in sessions with <i>your mentor</i>. Plan with this in mind and apply in your teaching.</p>	
<h4>Assessment</h4> <p>You are assessed through; your assignments; the BCU Key themes; Subject Specific Learning Development Journal; Teaching Of Reading Booklet; Safeguarding Booklet; RIT process; lesson observations and targets feedback; critical incidents to include key reading; SBT Tasks; Subject-based observation feedback forms.</p>	

PHASE 1			
I have learned that:	I have learned how to.....	I have practised - evidence	I have applied - School Based Evidence
<p>What is Mathematics?</p> <p>Learn that:</p> <ul style="list-style-type: none"> • Our own attitude to mathematics is shaped by our experiences. • There are statutory programmes of study for mathematics that must be taught (EYFS, KS1, KS2) • There are three aims of the mathematics curriculum • The mathematical curriculum content can be classified into declarative, <u>procedural</u> and conditional knowledge. • Teaching for Mastery is one approach for teaching for understanding 	<p>Learn how:</p> <ul style="list-style-type: none"> • Identify own subject knowledge needs as a teacher of mathematics and address these. • Meet the aims of the curriculum frameworks in their teaching. • Identify key aspects of Teaching for Mastery 		

School Based Training 1

- **Preliminary Visits:** 8th, 9th, 21st, 22nd, 23rd, 24th October
- **Lead Mentor Sign Off:** Week Beg 21st October
- **Block Placement Dates:** 11th November – 20th December
- **Review Meeting:** Week Beg 18th November
- **Progress Meeting:** Week Beg 16th December
- **Lead Mentor Debrief:** Week Beg 6th January

Intensive Training and Practice – Behaviour – Routines and Transitions:

- 7th (Uni), 10th (Sch), 14th (Uni), 15th(Sch), 16th (Sch), 17th (Uni) October

Intensive Training and Practice – Modelling and Guided Practice:

- 25th (Uni) Oct, 4th (Uni), 5th (Sch), 6th (Uni), 7th (Sch), 8th (Uni) Nov





PGCE Primary & Early Years Education
with QTS
School Based Training 1
Progress Journal

Name:	Year Group Taught:	
Associate Teacher Name:		
Name and Address of School:		
School telephone number		
School email address		
Head Teacher:		
Placement Mentor (Class Teacher):		Email:
Professional Mentor: (if applicable)		Email:
Lead Mentor:	Personal Development Tutor:	

Key Dates

Preliminary Visits: 8th, 9th, 21st, 22nd, 23rd, 24th October

UT Sign Off: Week Beg 21st October

Block Placement Dates: 11th November – 20th December

Review Meeting: Week Beg 18th November

Progress Meeting: Week Beg 16th December

UT Debrief: Week Beg 6th January

Intensive Training and Practice – Behaviour – Routines and Transitions:

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Progress Journal

It is the Associate Teachers responsibility to keep their Progress Journal up to date. The Associate teacher should share their Progress Journal with their Lead Mentor and Placement Mentor via their **OneDrive Associate Teacher Folder**

Preliminary Tasks

Associate Teacher Learning Observation Checklist of tasks that need to be completed for sign off

BCU Assessment Tracker

Attendance register

Targets page

Weekly Meeting and Target Setting

Review/Progress Meetings

Critical Incidents



SBT Prelim Tasks

- These are to be completed during PPSE days.
- Linked directly with pre-approval checklist.

The Prelim Tasks are:

1. Safeguarding Prelim Task
 2. Behaviour Prelim Task
 3. Professional Behaviours
 4. Learning Environment Prelim Task
 5. Core, Foundation and Phonics Learning Observations
- All prelim task must be completed prior to the Lead Mentor sign off meeting.

Associate Teacher Learning Observation

The minimum expectations in the preliminary visits of Learning Observations are:

- One Core Subject
- One Foundation Subject
- One Phonics Session

Associate Teacher Learning Observation		
For the Associate <u>Teacher</u> , when carrying out observations, please use this observation proforma (duplicating as many times as needed)		
Date:	Subject:	Observation Focus:
Year:	Class size:	Adults:
Features	Observations	
Prior learning <ul style="list-style-type: none">• What prior knowledge and experience do the children have?• Where does this lesson fit in the sequence of learning?		
Review of prior learning <ul style="list-style-type: none">• Retrieval		
Main focus of the lesson <ul style="list-style-type: none">• Learning Objective• Success criteria		
How was the learning introduced? <ul style="list-style-type: none">• Links to prior learning• What did the children need to know or understand prior to the lesson?• Are connections made between other areas of learning and real life?• What 'hooks', 'discovery' or 'anchor' tasks were used?		
Main Teaching <ul style="list-style-type: none">• Steps in learning• Modelling• Guided practice• What is the teacher doing?• What are the children doing?		
Learning Tasks/Independent practice: Adapting the learning <ul style="list-style-type: none">• Support• Scaffold and challenge to meet the needs of all learners• How is the learning recorded?• Role of the adults		



How to prepare for the School Based Training Block:

- Develop an appropriate teaching timetable through negotiation between Placement Mentor (class teacher) and Associate Teacher.
- Discuss targets and generate strategies for in-school support, this could include arranging to observe other colleagues in school.
- Identify subject knowledge needs and appropriate activities/resources/ideas to support the planning process.
- Identify a schedule for Weekly Meeting and Target Setting.
- Identify relevant staff meetings that should be attended.
- If, for any reason, you feel that the Associate Teachers is not ready to start the block experience, please contact the Lead Mentor.

Lead Mentor Sign off Meeting

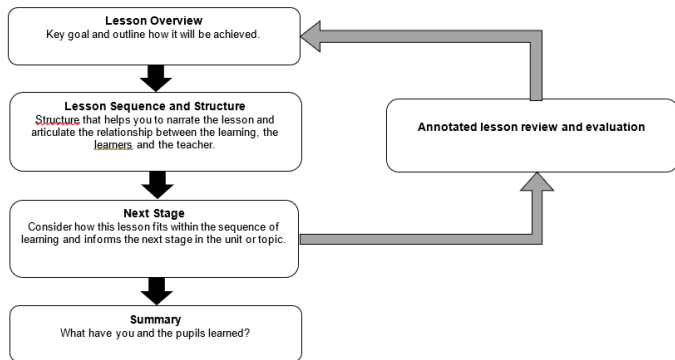
Pre-Approval Checklist

<i>Preliminary Tasks</i>	School Confirmation	Lead Mentor Confirmation
Health and Safety Induction/information gathering from the relevant H&S Policies.		
Email the School Based Training Placement Mentor Guidance to Placement Mentor/s		
Have shared Associate Teacher Folder via OneDrive with appropriate colleagues		
Completed and discussed 'Safeguarding' Prelim Task		
Completed and discussed 'Behaviour' Prelim Task		
Completed and discussed 'Professional Behaviours' Prelim Task		
Completed and discussed 'Learning Environment' Prelim Task		
Completed and discussed Core, Foundation and Phonics Learning Observations		
Negotiate times for Weekly Professional Development Discussions.		
Targets for Week 1 of Teaching Block identified		
Discuss Subject Specific Development Journal with expert colleagues		
If a Placement Action Plan is in place, ensure school is aware		
Planning <ul style="list-style-type: none"> Negotiate the timetable to be taught between teacher and Associate Teacher: whole class, groups, interventions Discuss the school's medium/weekly term planning for the areas the Associate Teacher will be teaching Discussion around planning for lessons taught in the first week 		
I confirm that the above actions have been taken and the Associate Teacher is ready to commence this School Based Training (Please sign in box below)		
Lead Mentor:	Placement Mentor/Professional Mentor:	

- Associate Teacher should contact Lead Mentor to arrange a time to meet via TEAMS
- Targets should have been discussed
- Associate Teachers will have to talk through the Pre-Approval checklist
- **Associate Teachers will be in school on this day but will need time to meet with their Lead Mentor**

Lesson Planning

Consider these features in consultation with your mentor.



Primary Lesson Design

You should design your lesson once you have discussed the sequence of learning with your mentor. Use these prompts to support

What pupils will learn:

Consider:

- What prior knowledge and experience the pupils should have already?
- How will you address difficulties that arise from pupils having gaps in their prior knowledge and experience?

How pupils will learn this

How will you:

- sequence your lesson so that pupils can reason from prior knowledge (to consolidate or enhance and make sense of new knowledge)?
- use your mentor/class teacher's and your own insight into how young people learn what you are teaching to design your tasks?
- use modelling and guided practice to enable independence?
- use questioning and tasks to find out what learners know?
- use questioning and dialogue to build understanding?

Planning for potential difficulties and misconceptions:

How will you:

- organise the lesson, for example in terms of who learners work with or how they present their work?
- plan to support and challenge individuals?
- adapt your lesson, as appropriate, to meet individual needs?

Assessing what pupils have learned:

How will you:

- use questioning and tasks to find out what learners know?
- know what pupils have learned in this lesson or across a sequence of lessons?

Where does this fit within the sequence of learning?

How does this lesson incorporate the aspects of your teaching that you are currently developing?

Planning a sequence of Learning Lesson Sequencing Across a Unit or Topic

Complete the overview for the sequence of learning taking place.

Sequence of learning

Subject:		
Unit/topic	How does the unit of work link to the curriculum framework? How does it link to wider reading/university sessions?	
Sequence of learning	Learning Objective/s	Outline of learning sequence
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		
Evaluation		
Next steps or future units.		

Complete a lesson plan for each of the lessons you teach.

Subject:	Year group:	Date:		
Prior Learning: How does this lesson fit in with the sequence of learning?				
Learning Objectives:	Success Criteria:	Review of prior learning: Retrieval		
Learning sequence within the lesson	Potential misconceptions	Key vocabulary	Key questions Check what children know, understand and can do	Role of additional adults
Main teaching: e.g. steps in learning, modelling, guided practice What are you doing? What are the children doing?				
Learning tasks / Independent practice: Adapting the learning: Support, scaffold and challenge to meet the needs of all learners				
Assessment of learning: Checking for understanding throughout the lesson e.g. mini plenary opportunities, feedback on learning, peer/self-assessment, plenary				

Post lesson evaluation and reflection

Evaluation of teaching and learning: Did the children learn what you wanted them to learn?	Next Steps: Subject knowledge, teaching strategies, behaviour for learning
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PGCE Primary and Early Years Education

**Intensive Training and Practice
(ITaP)**

Intensive Training and Practice



Behaviour – Routines and Transitions:

- 7th (Uni), 10th (Sch), 14th (Uni), 15th (Sch), 16th (Sch), 17th (Uni) October
- **Modelling and Guided Practice:**
- 25th (Uni) Oct, 4th (Uni), 5th (Sch), 6th (Uni), 7th (Sch), 8th (Uni) Nov

Statutory guidance

Initial teacher training (ITT): criteria and supporting advice

[Initial teacher training \(ITT\):
criteria and supporting advice](https://www.gov.uk/government/consultations/initial-teacher-training-criteria-and-supporting-advice)
- GOV.UK (www.gov.uk)

Accredited ITT providers must design a sequenced ITT curriculum which:

- Includes Intensive Training and Practice and identifies those parts of the ITT curriculum that will be delivered as Intensive Training and Practice

Intensive Training and Practice should focus on specific, foundational, or pivotal areas of the ITT curriculum.

It should also demonstrate and build the interplay between evidence-based theory and practice, engaging trainees in critical analysis, application of learning to classroom practice, and focused feedback on such practice.

Policy paper






Intensive training and practice (ITAP)

Published 8 December 2023

Key features

- Expert input - This would typically include:
 - an introduction to the aspect of practice with an examination and critical analysis of the evidence base underpinning it
 - Observations of examples in practice via video or live practice
 - deconstruction of the preceding two areas of expert input with attention to the detail that has positive (or sometimes negative) impact
- Opportunities for trainees to plan and practise ITaP in a low stakes (possibly simulated) environment
- Opportunities for trainees to practise in a live classroom context
- Expert feedback on, and critical analysis of, the trainee practice.
- Expert feedback that links coherently to the expert input at the beginning of the sequence
- Opportunities to apply the aspect of practice in the near future and beyond – ideally in multiple contexts and practice situations. The purpose of this is to have a positive sustained impact on practice that is transferable to a range of contexts

Adapted five-stage framework

INTRODUCE 	ANALYSE 	PREPARE 	ENACT 	ASSESS 
Learning about the theory of teaching and learning	Using representations to analyse expert teaching	Use approximations to practice and get feedback	Receive support to apply learning in the classroom	Tracking trainees' growth and knowledge
<ul style="list-style-type: none"> - Lectures - Seminars - Assigned reading and research 	<ul style="list-style-type: none"> - Lesson observations - Video deconstruction - Lesson transcripts - Expert modelling - Professional discussions 	<ul style="list-style-type: none"> - Deliberate practice - Instructional rehearsal - Co-planning 	<ul style="list-style-type: none"> - Instructional coaching - Team teaching - Independent teaching 	<ul style="list-style-type: none"> - Lesson observation - Professional discussion - Critical incident - Self-reflection - Group reflection - Target setting

The adaptation of five-stage framework, drawn from research by Grossman (2018) on teaching core practices to trainees supported the design of our ITaP models and the creation of a tightly co-ordinated set of activities that bridge pedagogical theory and teaching practice. The activities chosen to address each of the five elements of the framework are a guide and may vary between ITaPs.

Each aspect of the framework is made explicit to the trainees



Pivotal area: Behaviour – Routines and Transitions
Key Question: How do I use appropriate behaviour management strategies to ensure smooth transitions?

Intensive Training and Practice (ITaP)
Mentor Training

Behaviour

PGCE: Term 1 – 6 days	ITTECF links	Practicable Skills	Contributing research and reading
BA: Year 1 – 7 days	BCU Curriculum Key Theme B		
<p>Pivotal area: Routines and Transitions</p> <p>Key question: How do I use appropriate behaviour management strategies to ensure smooth transitions? What is the impact of effective routines and transitions on learning?</p>	<p>ITaP Outcomes Managing Behaviour Learn that...</p> <ul style="list-style-type: none"> Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. A predictable and secure environment benefits all pupils but is particularly valuable for pupils with special educational needs. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). <p>Learn how to...</p> <ul style="list-style-type: none"> Give manageable, specific and sequential instructions. Check pupils' understanding of instructions before a task begins. Use consistent language and non-verbal signals for common classroom directions. Discuss and analyse how routines are established at the beginning of the school year, both in classrooms and around the school. Create and explicitly teach routines in line with the school ethos that maximise time for Reinforce established school and classroom routines 	<ul style="list-style-type: none"> Learn names and use them Project non-verbal confidence Project voice calmly and confidently Decide expectations in line with school policy Communicate expectations - Signal, Pause, insist / signal and movement routines Reinforce expectations – positive framing / choices and consequences Positive Correction Sustain expectations <p>Examples include:</p> <ul style="list-style-type: none"> Start / end of the school day. Break times corridor conduct transitions between activities assemblies obtaining silence <p>(WalkThrus 1 and 2)</p>	<p>DFE (2019) The trainee teacher behavioural toolkit: a summary The trainee teacher behavioural toolkit: a summary - GOV.UK (www.gov.uk)</p> <p>DFE (2022) Behaviour in Schools: Advice for Head Teachers and School Staff. https://www.gov.uk/government/publications/behaviour-in-schools--2</p> <p>Dix, Paul (2017) When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour,. London: Crown House Publishing.</p> <p>Education Endowment Foundation: Improving Behaviour in Schools (2019) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Sherrington, T (2020) Teaching WalkThrus: Five-Step Guides to Instructional Coaching, John Catt Educational, Limited, London.</p> <p>Sherrington, T. & Caviglioli, O. (2021) <i>Teaching WalkThrus 2 : five-step guides to instructional coaching</i>. Melton, Woodbridge: John Catt Educational Ltd.</p> <p>Pollard, A. (2023) Reflective teaching in primary schools. 6th ed. London, England: Bloomsbury Publishing.</p> <p>Rogers, B. & McPherson, E. (2014) Behaviour management with young children : crucial first steps with children 3-7 years. Second edition. London, [England] ; SAGE Publications Ltd.</p>

Day 1 University	Day 2 School	Day 3 University	Day 4 School	Day 5 School	Day 6 University PGCE
<p>INTRODUCE</p> <p>Lead lecture with expert input (2 hours)</p>	<p>ANALYSE</p> <p>Observation of transitions in the classroom reflecting on aspects discussed during introduce day. Tasks to complete to support this. (2 hours)</p>	<p>ANALYSE</p> <p>Group session reflecting on experiences from day 2 in school. (2 hours)</p>	<p>ENACT</p> <p>Deliver the planned story activity managing the transitions using the approaches modelled in day 2 and 3 with the mentor observing. (1 hour)</p> <p>ASSESS</p> <p>Professional discussion with Mentor having observed. (30 minutes)</p>	<p>ANALYSE</p> <p>Observation of transitions in an alternative age phase to compare and contrast to Day 2 observations. (1.5 hours)</p> <p>PREPARE</p> <p>Following feedback in assess Day 4 prepare to deliver another story following the same transitions and steps. (1.5 hours)</p>	<p>ASSESS</p> <p>Discussions with peer group and Lead Mentor discussing experiences in group reflection activities. (1 hour)</p>
<p>INTRODUCE</p> <p>Group session with Lead Tutor around managing transitions. (2 hours)</p>	<p>ENACT</p> <p>Support Mentor/ join in/team teach leading a variety of transitions in the class during the session e.g. lining up, getting ready for break. (2 hours)</p>	<p>PREPARE</p> <p>Plan and prepare a short story session to deliver to the class. Key aspect will be how to manage the transition into and out of the activity. Guidance and support from Lead mentor throughout the session. (2 hours)</p> <p>ENACT</p> <p>Instructional coaching based on plans that have been prepared in groups with peers and Lead Mentor supporting.</p>	<p>ENACT</p> <p>Support Mentor/ join in/team teach leading a variety of transitions in the class during the session using advice from the previous assess session to further enhance practice. (2 hours)</p> <p>ASSESS</p> <p>Discussions with mentor to reflect on differences between the two enact experiences following on from initial feedback. (30 minutes)</p> <p>DIRECTED TASK</p> <p>In writing complete a reflection on the two enact and assess sessions and how this has impacted on future practice. (1 hour)</p>	<p>ENACT</p> <p>Deliver the planned story activity managing the transitions using the approaches modelled in day 2 and 3 with the mentor observing. (30 minutes)</p> <p>ASSESS</p> <p>Feedback from observation and how prior feedback was incorporated into the session (30 minutes)</p> <p>DIRECTED TASK</p> <p>Reading (1 hour)</p>	<p>ASSESS/ANALYSE</p> <p>REFLECTION TASK</p> <p>Create a short presentation demonstrating the key take aways from the 6 day ITaP (2 hours)</p> <p>Group discussion reflecting on shared PowerPoints (1 hour)</p> <p>Reading to be completed following on discussions with peers and Lead Mentor. (1 hour)</p>
<p>DIRECTED TASK</p> <p>Reading (1 hour)</p>	<p>ASSESS</p> <p>Professional discussion around experiences of managing different transitions during enact. (1 hour)</p>	<p>DIRECTED TASK</p> <p>Reading (1 hour)</p>	<p>DIRECTED TASK</p> <p>In writing complete a reflection on the two enact and assess sessions and how this has impacted on future practice. (1 hour)</p>	<p>DIRECTED TASK</p> <p>Reading (1 hour)</p>	<p>(1 hour)</p>



Intensive Training and Practice (ITaP)

Pivotal area: Modelling and Guided Practice in Mathematics

Key Question: How do I model and guide the pupils to ensure they are successful in their independent practice?

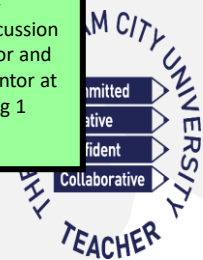
Mentor Training

Modelling and Guided Practice

PGCE: Term 1 – 6 days	ITTECF links	Practicable Skills	Contributing research and reading
BA: Year 2 – 7 days	BCU Curriculum Key Theme D		
<p>Pivotal area: Modelling and Guided Practice in Mathematics</p> <p>Key question: How do I model and guide the pupils to ensure they are successful in their independent practice?</p>	<p>ITaP outcomes Classroom Practice Learn that</p> <ul style="list-style-type: none"> 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. <p>Learn how to Plan effective lessons by;</p> <ul style="list-style-type: none"> a) Using modelling and explanations, acknowledging that novices need more structure early in a domain <p>Model effectively by</p> <ul style="list-style-type: none"> i) Narrating thought processes when modelling to make explicit how experts think j) Making the steps in a process memorable and ensuring pupils can recall them k) Exposing potential pitfalls and explaining how to avoid them 	<p>Modelling motivation</p> <p>Live modelling / worked examples (I do)</p> <ul style="list-style-type: none"> Normal speed / slowed down Silent modelling Narrating the process Misconceptions Part complete examples <p>Metacognitive talk</p> <p>Guided practice (we do)</p> <ul style="list-style-type: none"> Set tasks similar to worked examples Invite children to contribute Check for success / errors Provide further models <p>Independent (you do)</p> <ul style="list-style-type: none"> Set tasks similar to worked examples 	<p>EEF (2021) Metacognition and Self-Regulated Learning Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF (2022) Metacognition Seven Step Model EEF blog: Modelling Independence - The 'Seven-step Model'... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Modelling mathematical motivation and independence The role of teacher modelling in developing pupils' independence in maths (2023) EEF blog: Modelling mathematical motivation and independence EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: MODEL: promoting mathematical motivation and... EEF (educationendowmentfoundation.org.uk)</p> <p>Payne, J (2017) Making Every Primary Lesson Count : Six Principles to Support Great Teaching and Learning (Making Every Lesson Count Series), Crown House Publishing LLC, London.</p> <p>Rosenshine B (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT</p> <p>Sherrington, T. (2019) Rosenshine's principles in action. Melton, Woodbridge: John Catt Educational, Ltd.</p> <p>Sherrington, T (2020) Teaching WalkThrus: Five-Step Guides to Instructional Coaching, John Catt Educational, Limited, London.</p> <p>Sherrington, T. & Caviglioli, O. (2021) <i>Teaching WalkThrus 2 : five-step guides to instructional coaching</i>. Melton, Woodbridge: John Catt Educational Ltd.</p> <p>Sherrington The art of modelling... it's all in the handover. – teacherhead</p>



Day 1 University	Day 2 University	Day 3 School	Day 4 University	Day 5 School	Day 6 University
<p>Lead Lecture</p> <p>INTRODUCE: Introduction to the ITaP</p> <ul style="list-style-type: none"> • Hook – Example of modelling • Theoretical input and critical analysis • Rosenshine’s Principles of Instruction. • Introduction to ✓ The Gradual Release of Responsibility Model ✓ Live Modelling ✓ Metacognitive talk (Walkthrus) 	<p>Seminar 2</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> • Critical analysis of directed tasks • Video – Relay race • Instructional framework - ‘I do, you do, we do’ – WalkThru <p>ANALYSE</p> <ul style="list-style-type: none"> • Analysis and deconstruction of expert modelling of ‘I do, you do, we do’ <p>Make links to Vygotsky (ZPD) and Bruner</p>	<p>ANALYSE:</p> <ul style="list-style-type: none"> • Observe maths lesson taught by Placement Mentor - record reflection on modelling and guided practice. Consider impact on independent learning <p>PREPARE:</p> <ul style="list-style-type: none"> • Plan and prepare for a small group or 1:1 intervention based on the observed lesson 	<p>Seminar 4</p> <p>Directed tasks reflection</p> <p>ANALYSE:</p> <ul style="list-style-type: none"> • Professional Discussions with Lead Mentor and peers on Day 3 in school • A focus on identifying the links between theory and practice <p>PREPARE:</p> <ul style="list-style-type: none"> • Plan / co-planning with support from peers and Lead Mentor for session to enact in school 	<p>ENACT:</p> <ul style="list-style-type: none"> • Independent teaching of maths - modelling (I do) Guided Practice (we do) Whole class (or group) • Placement Mentor to observe <p>ASSESS:</p> <ul style="list-style-type: none"> • Instructional coaching - Targeted feedback and target setting <p>PREPARE:</p> <ul style="list-style-type: none"> • Plan and prepare for a small group or 1:1 intervention 	<p>Seminar 6</p> <p>ASSESS:</p> <ul style="list-style-type: none"> • Professional Discussions and reflections with Lead Mentors and Peers on Day 5 in school • Key learning from Modelling and Guided Practice in maths
<p>Seminar 1</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> • Modelling motivation (EEF) • Modelling in maths <p>ANALYSE:</p> <ul style="list-style-type: none"> • Analysis and deconstruction – video lesson and lead mentor modelling. • Motivation, live modelling, metacognitive talk <p>PREPARE:</p> <ul style="list-style-type: none"> • micro script 	<p>Seminar 3</p> <p>PREPARE:</p> <ul style="list-style-type: none"> • Co-planning of ‘I do, we do, you do’ session • Year 2 subtraction scenario • Deliberate practice - ‘I do, you do’ • Feedback from Peers and Lead Mentors • Self-reflection • Prepare for school tasks 	<p>ENACT:</p> <ul style="list-style-type: none"> • Small group or 1:1 modelling and guided practice intervention • Reflect on practice and the impact of this intervention <p>PREPARE:</p> <ul style="list-style-type: none"> • Professional discussion with the Professional Mentor about focus of the maths lesson on day 5 	<p>Seminar 5</p> <p>PREPARE:</p> <ul style="list-style-type: none"> • Deliberate practice – modelling and guided practice to peers in preparation to enact in school. • Feedback from peers and Lead Mentor • Self-reflection 	<p>ENACT:</p> <ul style="list-style-type: none"> • Independent teaching of maths - modelling (I do) and Guided Practice (we do) • Placement Mentor to observe <p>ASSESS:</p> <ul style="list-style-type: none"> • Instructional Coaching - Deconstruction and Professional discussion of lesson observation – targeted feedback and target setting 	<p>Seminar 7</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> • Modelling and Guided Practice in other curriculum subjects – (<i>application in other contexts</i>) <p>ANALYSE:</p> <ul style="list-style-type: none"> • Analysis and deconstruction / expert modelling of ‘I do, you do, we do’ in other curriculum subjects
<p>Directed task</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> • Payne (2017), Making Every Primary Lesson Count – chapter 3 • Five ways to secure progress through modelling • Silent teacher 	<p>Directed task</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> • Watch – Guided Practice video • Consider how the Five Big Ideas (NCETM) are supported by the ‘I do, we do, you do’ framework 	<p>Directed task</p> <p>INTRODUCE:</p> <ul style="list-style-type: none"> • McCrea, E (2019), Making Every Maths Lesson Count : Six Principles to Support Great Maths Teaching - Chapter 2 	<p>Directed task</p> <p>PREPARE:</p> <ul style="list-style-type: none"> • Independent refinement of planning 	<p>Directed task</p> <p>ASSESS:</p> <ul style="list-style-type: none"> • Independent self-reflection 	<p>Directed task</p> <p>ASSESS:</p> <ul style="list-style-type: none"> • Critical Incident-professional discussion with Lead Mentor and Professional Mentor at Progress Meeting 1



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Collaborative

Weekly Meeting and Target Setting	
Date:	
Note progress towards previous targets: (Associate Teacher to complete prior to meeting)	
Subject Knowledge discussion: Associate Teacher refer to Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:	
Identify subject knowledge needed for next week of teaching:	
Professional Development Discussion: E.g. Behaviour management, Planning, Adaptive Teaching, Assessment, Professional Behaviours	
Area of strength:	
I have received formal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)	I have received informal feedback on: subject/area of learning (Associate Teacher to complete prior to meeting)
BCU Key Theme	Target At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)
	Actions to Achieve Target
Mentor comment: (Refer to BCU ITE Curriculum Guidance)	Date:
	Signature:

Weekly Meeting & Target Setting

- These meetings provide an opportunity to identify what has been learnt and how the Associate Teachers has learnt it.
- It is also an opportunity to discuss strengths and skills, knowledge and practice needed to develop.
- Review targets set from the week before and set new targets
- Please comment on progress towards the BCU curriculum

Weekly Meeting & Target Setting

Subject Knowledge discussion: Associate Teacher refer to Subject Specific Development Journal/Mentor refer to BCU ITE Curriculum Guidance:
Identify subject knowledge needed for next week of teaching:

Associate Teachers **should** be sharing their Subject Specific Development Journal at the Weekly Meetings. They **should** be talking to you about how their subject knowledge has developed with links to learning from university and how they have applied it in the classroom.

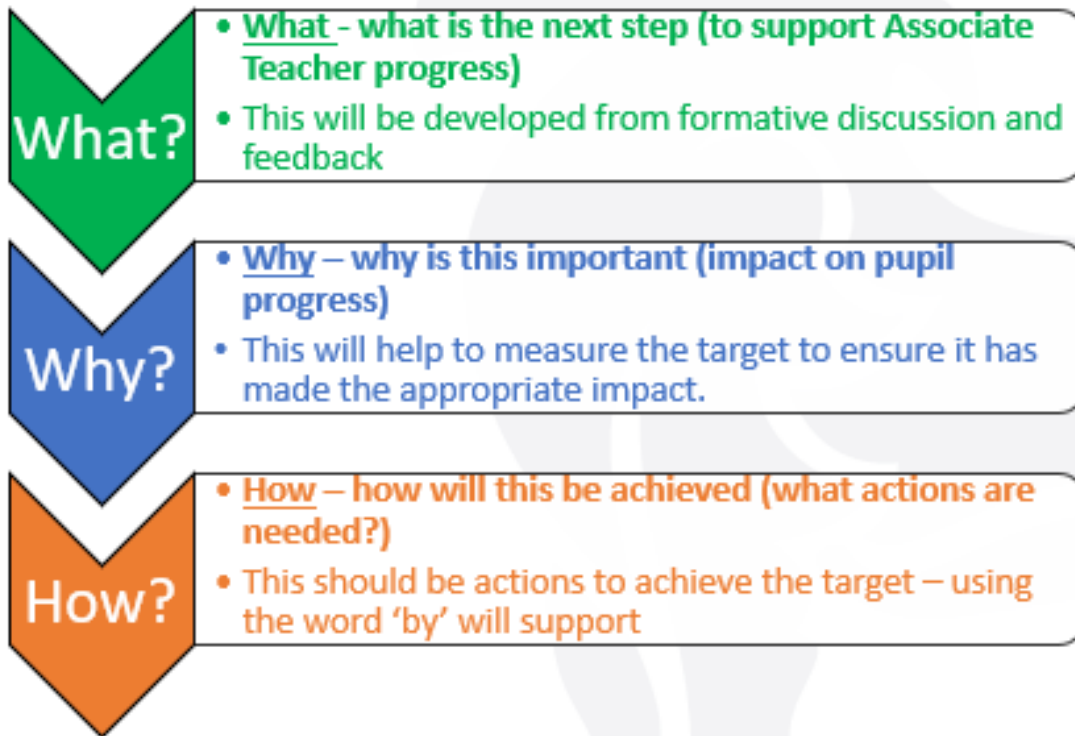
Weekly Meeting & Target Setting

Professional Development Discussion: Associate Teacher refer to Professional Studies Learning Journey/Mentor refer to BCU ITE Curriculum Guidance: ie Behaviour Management, Assessment for Learning, Planning, Adaptive teaching

Comments should be made relating to Professional Studies such as Behaviour Management, relationships with parents/carers, the wider roles and responsibilities of a teacher, planning and assessment.

Target Setting

What does an effective target look like?



Focus on Target Setting

Target Setting: At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?)

PE EXAMPLE:

To scaffold the learning to enable all children to demonstrate the skill of jumping from 2 feet to 2 feet using the STEP model.

MATHS EXAMPLE

To use concrete resources for column addition to ensure secure procedural knowledge by modelling methods using concrete resources and provide opportunities for pupil to use them alongside the abstract.

HISTORY EXAMPLE

To embed effective use of timelines in your history teaching in order to develop and secure children's chronological knowledge by revisiting university taught sessions for specific examples and including them within your history planning and teaching.

Teaching on placement

- From the start of the block placement Associate Teachers should be teaching one lesson per day
- By the end of the placement, Associate Teachers will be teaching a 50% timetable
- Teaching should be predominately whole class teaching, but can include elements of team teaching, teaching of small groups and interventions.

Lesson observations

- Please use the BCU Lesson Observation Feedback Form
- Subject Feedback Prompts are there to support with subject specific observation feedback – these can all be accessed on the Primary Partnership Website
- First observation in Week 1 of School Based Training block
- One observation per week
- One joint observation per School Based Training with Lead Mentor & a Placement Mentor

BCU Lesson Observation Feedback

Associate Teacher name:				Date:			
Course:	BA QTS:	1 2 3		PGCE:	1 2 3		
School:		Context:		Subject / area:		Year Group:	
PDT:			Observer name(s):				
Observer role(s):	Lead Mentor	Placement Mentor	Joint	Observation number:			

Previous Targets:
1. 2. 3.
Lesson Intent: e.g. How does the Associate Teacher review learning at the start? Is children's prior learning built on? Is the lesson intent made clear?
Subject knowledge: Key Theme C - (A & F) e.g. how is the Associate Teacher demonstrating accuracy, breadth and depth of subject knowledge? Use Subject Prompt Sheet to support.
Planning and assessment: Key Theme D – (A & F) e.g. how is the Associate Teacher presenting new knowledge in small steps? How does the associate teacher check for understanding? How is questioning used to good effect?
Adaptive teaching: Key theme E – (A & F) e.g. how does Associate Teacher use scaffolding and support for all learners? How is independent learning encouraged? How are models and examples used to support pupil progress? How are pupils challenged?

Classroom practice: High expectations and managing behaviour Key theme B – (A & F) e.g. how does the Associate Teacher develop purposeful learning to ensure good progress for all pupils?	
Impact on learning: What have the children learned? Is the learning related back to the Lesson Intent?	
Key Strengths Following the observation, through professional dialogues, please identify key strengths and targets for the Associate Teacher in the context of raising pupil achievement and supporting children's learning.	BCU Key Theme
1.	
2.	
3.	
(4.)	
(5.)	
Possibilities, Issues, Reflections and Targets including reference to PHONIC S At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?)	BCU Key Theme
1.	
2.	
3.	
Reminders:	Y/N
Is there protected time for the trainee and mentor to meet weekly to discuss progress?	
Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section.	
Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on moodle .	
Have you used the BCU Mentor Coach Model: See it, Name it, Do it, Review it?	

Subject Specific Feedback Prompts



Mathematics Feedback Prompts

Please refer to the Mathematics section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

National Curriculum: Reference should be made to the three aims of the National Curriculum – **fluency, reasoning and problem solving**, and Associate Teachers should demonstrate their understanding of the requirements for each of these.

Maths Subject Knowledge: Associate Teachers should be demonstrating accurate subject knowledge and their understanding of effective teaching and learning by planning, delivering and assessing their mathematics lessons using a mastery approach to ensure all pupils gain a deep and secure understanding.

Substantive knowledge: Associate Teachers' substantive knowledge should be evident in both their planning and their teaching.

Declarative Knowledge – 'I know that' Associate Teachers should enable their pupils to know and recall facts and formulae, relationship between facts and operations (conceptual understanding) There should be consideration of how children commit declarative knowledge to their long-term memory, for instance times tables and number facts and how this is retrieved.

Procedural knowledge – 'I know how' Associate Teachers should enable their pupils to confidently calculate using the 4 operations and understand how they relate to informal methods. Associate Teacher should help pupils to develop efficient, systematic and accurate mathematical methods.

Conditional knowledge – 'I know when' Associate Teachers enable their pupils to organise their thinking to develop a bank of strategies, to solve different types of problems, to reason, to give mathematical proof.

Consideration should also be given to opportunities for pupils to develop their metacognitive skills for instance learning from their mistakes and misconceptions.

The following prompts are designed to support in giving subject-specific mathematics feedback in relation to the 'Five Big Ideas': [Five Big Ideas in Teaching for Mastery | NCETH](#)
This is based on work completed by the Central Maths Hub.



Key Idea:	What to look for
Coherence <i>Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply in a range of contexts.</i>	<ul style="list-style-type: none"> ➤ Is this lesson part of a sequence that builds on prior learning and plans for progression? How has AFL informed this? ➤ Does the lesson break down tricky learning into manageable steps? ➤ Do the steps enable all pupils to access the learning? Do they need to be adapted? ➤ Are examples provided well-chosen and justified? ➤ Are mathematical misconceptions predicted, planned for and immediately addressed? ➤ How is challenge provided?



Key Idea:	What to look for
Representation and Structure <i>Representations used in lessons expose the mathematical structure being taught, the aim being that pupils can do the maths without recourse to the representation, supporting them to achieve a deep understanding of mathematical structures and connections.</i>	<ul style="list-style-type: none"> ➤ Are representations used to support new learning, conceptual and conditional knowledge? ➤ Has the Associate Teacher chosen representations that expose the mathematical structure? Does questioning focus pupil attention on structure? ➤ How does modelling using representations/ manipulatives support understanding of the mathematics? ➤ How are concrete and pictorial representations used to scaffold the learning? To support individual pupils as part of adaptive teaching? ➤ Are connections made between the language, manipulatives, images and symbols?
Mathematical Thinking <i>Mathematical thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language.</i>	<ul style="list-style-type: none"> ➤ What opportunities for pupils to problem solve and reason were provided? Why were they chosen? ➤ Are Pupils should actively engage in mathematical thinking in all lessons, communicating their ideas using precise mathematical language? ➤ Is correct technical mathematic vocabulary along with key phrases and stem sentences modelled and reinforce while 'thinking aloud'? ➤ Is questioning used effectively to promote mathematical discussion and develop mathematical understanding? (E.g. How do you know? prove it, convince me) ➤ Are rich tasks used that allow all pupils to explore concepts deeply? ➤ Does the Associate Teacher highlight aspects of mathematical thinking, such as spotting patterns, making conjectures and proving why something is true? ➤ Is mathematical talk and thinking celebrated?
Fluency <i>Quick, efficient and accurate recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.</i>	<ul style="list-style-type: none"> ➤ Were facts and procedures appropriate pitch and challenge? (AFL and matched to NC) ➤ Are there opportunities for retrieval of key facts and procedures? calculation strategies, number bonds, times tables. ➤ Are there opportunities for pupils to engage in practice? Modelled, guided independent. ➤ Are there opportunities for pupils to share, compare and contrast strategies and reflect on flexible and efficient strategy use?
Variation <i>Draw attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant.</i> <ul style="list-style-type: none"> • Conceptual variation - varying how a concept is represented, often in more than one way, to draw attention to critical features. • Procedural variation - considers learning sequence with attention drawn to the mathematical relationships and structure. 	<ul style="list-style-type: none"> ➤ Does the Associate Teacher use examples (and non-examples) to help pupils understand the essential features of concepts? ➤ Are questions and exercises carefully ordered to help pupils make connections and to expose the mathematical structure? ➤ Were misconceptions identified or anticipated? Were tasks / questions designed to draw attention to misconceptions?
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed)? E.g. To use concrete resources for column addition to ensure secure procedural knowledge by modelling methods using concrete resources and provide opportunities for pupil to use them alongside the abstract.	



Critical Incident - Definition

- Critical incidents are learning situations that lead to significant learning and personal growth.
- A critical incident does not need to be a serious or dangerous event; rather “critical” is to be interpreted as relevant or important that would require more in-depth reflections.

Critical Incident

- At each Review/Progress Meeting Associate Teachers will present to whoever is completing the meeting a Critical Incident that demonstrates progress towards the BCU Curriculum Key Themes and ultimately the Teachers Standards.
- The Critical Incident must show that the Associate Teacher can present and discuss with expert colleagues:

✓ **INTENTION**

✓ **IMPLEMENTATION**

✓ **IMPACT**

Critical Incident

- Prior to each Review/Progress Meeting the Associate Teacher will need to prepare a Critical Incident.
- They can use evidence to support their Critical Incident.
- 5 pieces maximum to demonstrate progress towards the BCU Curriculum Key Themes.
- Critical Incident gives an opportunity for the Associate Teacher show how they are progressing and developing.

Critical Incident Focus:	
Briefly describe the Critical Incident which stimulated your professional growth at this point in your training.	
In response to this 'Critical Incident' identify the research-informed professional actions taken that demonstrated your intention. <i>What is your intended outcome? What research have you undertaken to support your implementation? E.g. What new subject knowledge or pedagogical approaches have you had to consider?</i>	
What steps did you take to secure the implementation of these actions? <i>What have you implemented in your practice?</i>	
Identify the impact of your practice:	
Impact on Pupil Progress	Impact on your understanding of your Professional Responsibilities
Identify the evidence you will share with expert colleagues as part of your professional discussion.	

- Prior to each Review/Progress Meeting the Associate Teacher will need to prepare a Critical Incident.
- They can use evidence to support their Critical Incident.
- 5 pieces maximum to demonstrate progress towards the BCU Curriculum Key Themes.
- Critical Incident gives an opportunity for the Associate Teacher show how they are progressing and developing.

The BCU Assessment Tracker

BCU ITE Curriculum Key Theme B: Behaviour and Wellbeing

In the BCU Primary Curriculum Associate Teacher's classroom practice establish effective behaviour management using high expectations and awareness of pupil wellbeing.

(ITTECF: High Expectations and Managing Behaviour, Teachers' Standards: 1 and 7)

Working Towards T

The Associate Teacher works with the support of expert colleagues at BCU and in school to:

Observe and reflect how expert colleagues establish effective classroom routines and how this creates an effective learning environment in your placement school.

Be clear about what good behaviour looks like in the placement school and prepare for common behaviour issues by observing expert colleagues and planning that states how they will be addressed.

Build effective relationships with pupils in the placement school/s based on an ethos of mutual trust and respect; demonstrating that pupils' feelings are considered and understood.

Use the placement school's policies related to behaviour management and understand how these should be implemented in the context of the school placement for the well-being of all pupils.

Working At A

The Associate Teacher works independently with the advice and guidance of expert colleagues at BCU and in school to:

Establish a supportive and inclusive learning environment by demonstrating clear behavioural expectations and effective classroom routines sharing these values with pupils to support classroom and placement school culture.

Make deliberate choices and be precise and clear when teaching pupils about expectations of good behaviour and the norms of the classroom.

Provide opportunities to exercise self-regulation by role modelling behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions.

Engage with the school behaviour policy to secure high expectations of good behaviour using a predictable and secure system of rewards and strategies appropriate to the needs of pupils, which impact pupil outcomes by setting goals that challenge and stretch all pupils.

Use early and least-intrusive interventions as an initial response to low level disruption, seeking out additional

Working Beyond B

The Associate Teacher is proactive and accountable for their own choices and works collaboratively with expert colleagues at BCU and at least two different schools to be able to:

Consistently ensure a predictable and secure learning environment via a range of effective behaviour management strategies within professional practice that is supportive, inclusive and fosters resilience for all pupils

Deliver high-quality teaching with behavioural expectations fully embedded to maximise time in the lesson for learning. Consistently role model behaviour that influences the attitudes, values, and behaviours of pupils through consistency in language and non-verbal signals for instructions and directions both inside and outside of the classroom.

Support pupils to self-regulate their emotions and know that this affects pupils' ability to learn and succeed in school and future lives.

Identify goals and targets that challenge and stretch all pupils and understanding the long-term positive impact of high expectations on pupils' life chances.

Understand pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward) and



<p>Evaluate how high expectations are demonstrated through praising pupil engagement and progress made.</p> <p>Understand the impact of positive reinforcement to affect and improve the motivation, successes, behaviour, and well-being of pupils in your placement school.</p> <p>Begin to understand the teacher's role in supporting the social and emotional development of pupils (including an understanding of how to prevent bullying).</p>	<p>support quickly when required to maintain expected behaviour.</p> <p>Discuss with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</p> <p>Support pupils' social and emotional development by teaching and modelling a range of social and emotional skills (e.g. self-regulation, how to recognise and understand feelings, manage emotions, sustain positive relationships and preventing bullying behaviours).</p>	<p>how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.</p> <p>Clearly embed a range of effective behaviour management strategies within their professional practice to ensure pupils are confident to participate in lessons and their contributions are valued.</p> <p>Support pupils to believe that their feelings will be considered and understood.</p> <p>Respond with authority to any behaviour or bullying that threatens emotional and/or physical safety.</p>
Progress:		
On track to meet the curriculum expectations for this BCU ITE Curriculum Theme within the current phase?		YES/NO
If not on track have Rapid Improvement Targets been set?		YES/NO
Summative: By the end of the course		YES/NO (SBT3 ONLY)
<p>TS1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
<p>TS7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 		



Review Meeting 1 and Progress Meeting 1

Review Meeting 1:

Lead Mentor (either in-person or online), Placement Mentor, and Associate Teacher. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes.

Progress Meeting 1:

Lead Mentor (either in-person or online), Placement Mentor, and Associate Teacher. Observation feedback discussion. Sharing Critical Incident. Progress against BCU Key Themes.

Assessment of School Based Training

Review Meeting 1 - Full Time

- **Review Meeting 1** (SBT1) Associate Teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in **some** of the BCU Curriculum Themes at **Working Towards** level.
- Associate Teacher **requiring improvement** is not able to demonstrate their competence in some elements of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed.

Assessment of School Based Training

Progress Meeting 1 - Full Time

- **Progress Meeting 1** (SBT 1) – Associate teachers who are **on track** to be awarded QTS at the end of the course will be demonstrating their competence in 75% of each BCU Curriculum Theme at the **Working Towards** level.
- Associate Teachers **requiring improvement** are demonstrating their competence in less than 75% of each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback. The Associate Teacher will be subject to the Rapid Improvement process and targets and strategies for improvement will be identified and a Rapid Improvement Targets (RIT) form will be completed to be shared with the next placement school.
- Associate Teachers not demonstrating their competence in at least 50% of elements in each of the BCU Curriculum Themes at **Working Towards** level and/or not fully engaged or responding to advice and feedback will have **failed SBT1**.

Rapid Improvement Target

Issued if Associate Teachers:

- Are not making expected progress;
- Are not demonstrating high standards of personal and professional conduct.

All RIT's should be emailed to:

PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

Details of the process will be explained if necessary.

Termination of Placements

- Where a termination of placement occurs the circumstances are considered by the Placement Review Panel and recommendations made regarding further placements and actions to be undertaken.
 - Resitting a School Based Training placement, as a consequence of a failed first attempt, will incur a cost to the trainee of £1125. The Associate Teacher may be eligible for funding, but this should be discussed with Student Finance England direct to confirm details and determine whether there is eligibility.
 - There may be exceptional circumstances where this fee can be waived; however the tutor will confirm this in writing to the Associate Teacher where such a circumstance will apply.
-

Attendance and Absence Procedure

- Associate Teachers should follow the School Absence Procedure.
- This is one of the first tasks they should do on their prelim visits.

Information Regarding School Absence Procedure

Who do you need to contact?	
What form of contact should it be?	
What time does the contact need to have been made by?	
By what time do you need to let the school know if you are going to be in, or not in, the next day?	
Remember to also register your absence with the university using mSRS .	

Useful Contacts

PGCE Course Team:

PrimaryandEarlyYearsPGCECourseTeam@bcu.ac.uk

Education Partnerships Team:

HELS.Placements@bcu.ac.uk

Primary Partnership Lead:

Anne Whitacre

anne.whitacre@bcu.ac.uk



BIRMINGHAM CITY
University

Any Questions?



BIRMINGHAM CITY
University

Mentoring 2024-25

- DfE recommend **up to** 20 hours of mentor training **includes** 'business as usual' support on school-based placements.
- **DfE funding** available for Placement/Professional Mentors working 1.5 hours per week directly with a PGCE or BA1 Associate Teacher.
- BCU have developed an **Initial Teacher Education Mentor Support Programme, (Units 1-7)** on Brightspace using a personalised login for easy access to training resources.
- **Lead Mentor** (University Tutor) will support and work with you in school.
- **Primary Partnership Website** 'go to' portal for key information and guidance including accessing key documentation.
- **BCU funding** for placements



Programme Units	Unit Title	Indicative Duration	Content Split	APL Opportunity
Tier 1 Units – Developed with the West Midlands ITT Partnership				
Unit 0 NEW	Assessment of Prior Learning & Diagnostic Audit	1hr	Asynchronous completion of online MS Forms by all Mentors	No
Unit 1 NEW	Effective Mentoring	2hrs	Asynchronous content on Brightspace	Yes Mentors may be able to APL these units if they have: <ul style="list-style-type: none"> - a Tier 1 WM Provider Group Certificate - completed other relevant quals e.g. ECF training or NPQLTD (tba with the university)
Unit 2 NEW	Mentoring and Coaching	2hrs	Asynchronous content on Brightspace	
Unit 3 NEW	Mentor & Coaching Conversations	2hrs	Asynchronous content on Brightspace	
Tier 2 and 3 Units – Birmingham City University Mentor Development Curriculum				
Unit 4 NEW	Initial Subject/Phase Mentoring	3hrs	Asynchronous content on Brightspace (2hrs) & Face-to-face in-school visit (1hr)	Yes Mentors may be able to APL this unit if they have: <ul style="list-style-type: none"> - a Tier 2 Initial Subject/Phase Mentor Module Certificate that has been awarded by a partner ITE provider
Unit 5 NEW	The BCU Mentor/Coach Model	2hrs	Asynchronous content on Brightspace	No
Unit 6 EXISTING	Placement CPD The BCU Approach to Mentoring incl. BCU Subject/Phase Curriculum	6hrs	MS Teams Synchronous briefings supported by Asynchronous content on Brightspace (3hrs) & Face-to-face in-school visit (3hrs) (hours split across each placement)	
Unit 7 NEW	Intensive Training and Practice (ITaPs)	2hrs	Asynchronous content on Brightspace (supported by face-to-face in-school visits)	

Mentor Training: **up to** 20 hours of DfE Funding

Full mentor details access Primary Partnership Website:

[Mentoring](#)

PGCE Primary and Early Years Mentor Training Calendar 2024-25

All ITT providers are required to offer up to 20 hours of fully funded Mentor CPD for each Associate Teacher placed in school from September 2024. Prior learning will be recognised.

Tier	Time	Unit	Content	Mentor Expectations	Date(s) training window
0	1 hr	Unit 0	Mentor Diagnostic (Knowledge, Skills, and Experience)	Mentor Audit to be completed after engaging with Tier 1 training (Modules 1-3) Online	24/25 28 June complete by First school visit
1	2hrs	Unit 1	Effective Mentoring	General Mentoring Module for Phase and Professional Mentors	28 June complete by First School Visit
1	2hrs	Unit 2	Mentoring and Coaching	Asynchronous online	
1	2hrs	Unit 3	Mentoring and Coaching Conversations	Asynchronous online	
2	3hrs	Unit 4	Initial Primary and Early Years Mentoring	Asynchronous online	28 June complete by First School Visit
3	2hrs	Unit 5	The BCU Mentor Coach Model and application to Primary and Early Years - ITaPs	Asynchronous online	28 June complete by First school visit
3	6hrs	Unit 6	The BCU Approach to Mentoring and Primary and Early Years Mentorship (BCU Curriculum) (3 hours face to face each placement)	Understanding the BCU Curriculum and using Phase documents for School Based Training 1 Synchronous and recorded School Based Training 1 (Mentor Briefing) Synchronous and recorded School Based Training 1 (Initial visits and Behaviour and Modelling ITaPs) Email or online School Based Training 1 (Review Meeting and Observation) In school School Based Training 1 (Progress Meeting) In school School Based Training 2 (Mentor Briefing) Synchronous and recorded School Based Training 2 (Initial visits Scaffolding and Questioning ITaPs) Email or online	01 October or 02 October 01 October or 02 October w/c 07 October w/c 14 October w/c 04 November w/c 18 November w/c 16 December 08 January or 09 January 2025 w/c 20 January and w/c 03 March

Mentor Training:
How this looks for
PGCE

Full calendar
accessed via
[Mentoring](#)



Initial Teacher Education Mentor Support Programme 2024



Course Introduction



Initial Mentor Audit



Unit 1: Effective Mentoring



Unit 2: Mentoring and Coaching



Unit 3: Mentor Conversations



Unit 4 - Coming Soon!
Initial Subje...



Unit 4: Initial Subject/Phase Mentoring



Unit 5: The BCU Mentor/Coach Model



Unit 6: The BCU Approach to Mentoring



Unit 7: Intensive Training and Practice

Use [Registration Link](#) to register Placement Mentors

Use [Birmingham City University \(brightspace.com\)](https://brightspace.com) to access our homepage

Reassure.....business as usual



Existing 6 hours of training

Unit 6: You will be supported by the **BCU Lead Mentor** (University Tutor) to engage with 'business as usual' processes as part of the up to 20 hours including:

Joint mentor observations;

Using Subject Prompts;

Understanding the BCU ITE Curriculum Review Meeting;

Progress Meeting;

Supportive conversations around mentoring and Intensive Training and Practice (ITaP) input;

What to do now...on Brightspace



Use [Registration Link](#) to register Placement Mentors

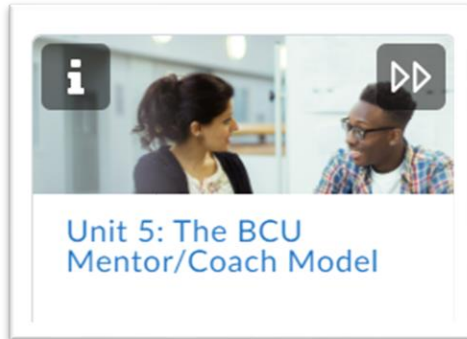
Use [Birmingham City University](#) (brightspace.com) to access our homepage

Complete registration

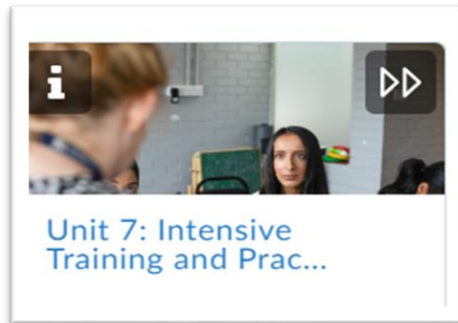
or

Log onto Brightspace

What to do now...on Brightspace



Complete Unit 5 **before Associate Teacher arrives in school**




Complete Unit 7 **before Associate Teacher arrives in school**

Units 1, 2, 3 and 4, if applicable, complete at your convenience.

Unit 5 on Brightspace

A quick guide to the BCU ITE Mentoring Model



What?
the descriptive stage

- recognise success
- identify next step
- signpost expectation

See it

- ☛ Offer specific praise
- ☛ Ask simple follow-up questions
- ☛ Identify the gap or development area
- ☛ Encourage the AT to identify their next step
- ☛ Show a model of the expected action
- ☛ See what highly effective teaching looks like

So What?
the interpretive stage

- name the 'what'
- name the 'why'
- name the 'how'

Name it

- ☛ Encourage the AT to name the target
- ☛ What will they work on?
- ☛ Elicit the reason behind this target
- ☛ Discuss the impact it might have
- ☛ Set out the approach to improve
- ☛ How will the AT do this?

Now What?
the activity stage

- perfect the plan
- practise the action
- follow up & feedback

Do it


- ☛ ATs create a plan, script the action
- ☛ Compare this with their mentor's version
- ☛ Create a simulation of the targeted area
- ☛ Model and practice the action
- ☛ Set dates for review
- ☛ Plan for 'in-observation' feedback

What Impact?
the evaluation stage

- assess the impact
- discuss development
- reflect on progress

Review it

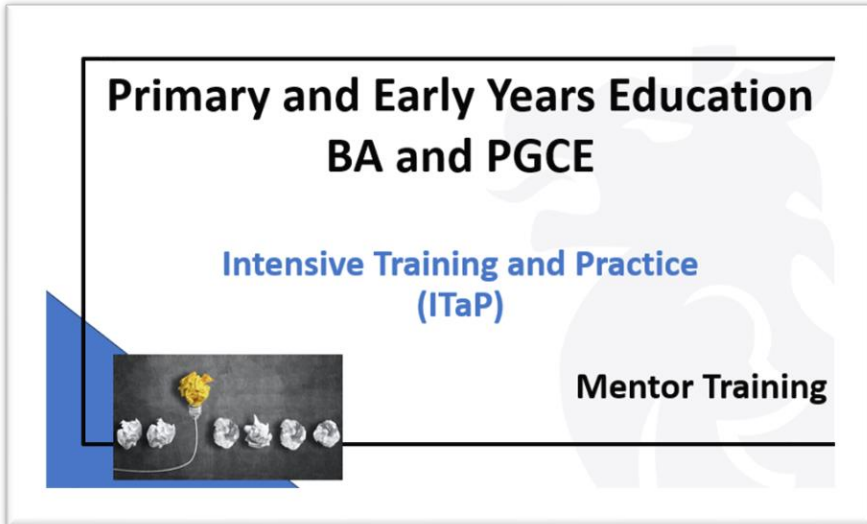
- ☛ Consider the impact of the completed target
- ☛ How effectively was the action step completed?
- ☛ Discuss what has emerged in their teaching
- ☛ How has this improved the classroom environment?
- ☛ Consider what lesson has been learnt
- ☛ How will they take this forward into future practice?

 **BIRMINGHAM CITY**
Initial Teacher Education
Birmingham Curriculum

Details the **mentor coaching model** to support effective and professional discussions in school.

Lead Mentors will be supporting you to use this model when working directly with Associate Teachers to work collaboratively to set and implement bespoke targets.

Unit 7 on Brightspace



Intensive training and practice, (ITaP) :-

- Specific and focused element of the teacher training curriculum;
- Intended to help consolidate trainees' knowledge of key evidence-based principles for effective teaching;
- Enables trainees to practise their application and integration into their developing professional practice.
- **Main aim of ITaP** is to strengthen the link between evidence and classroom practice
- Some elements of ITaP will need to take place in a school environment.

Primary Partnership Website



[Primary Partnership Website Landing Page](#)

Key document information is being added and will be available at the end of the week including a recording of the School Briefing meeting on the **PGCE** tile.

BCU Funding for placements

Number of Associate Teachers	Payment to School
1	£400
2	£900
3	£1500
4	£3000

[Mentoring](#)

1

Register or log onto Brightspace



2

Complete Unit 5 – BCU Coach Model

3

Complete Unit 7 - ITaP

4

Access PGCE documentation on Partnership Website



Mentor training trouble shooting...

If you have any questions of accessing mentor training, please contact:

ITEMentoring@bcu.ac.uk