UNIVERSITY of York

A VERY WARM WELCOME FROM

YORK UNIVERSITY PGCE

SCAN ME

School Partnership Facilitators

Caroline Capper
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Vic Allen
Partnership Facilitator
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- Lead the WSI programme
- Deliver WSI sessions
- Support specific tutees
- Contribute to QA processes
- Oversee mentor training programmes including delivery of training
- Review WSI curriculum and mentor training programmes
- Placement allocations

education-spf@york.ac.uk

Our School Partnership

- The bigger picture
- Our PGCE team
  - HEI Route (Core PGCE)
  - School Direct* (SD PGCE)
- Our PT and mentor colleagues
- Celebrating our school partnership

**Lead Partner 2024/25*

Initial Teacher Training (ITT) at UoY

The Department of Education at the University of York is a leading department with internationally recognised quality in teaching and research in education.

We have been involved in initial teacher training since the university's establishment in 1963.

We currently work with 65 schools across the City of York and the whole of the Yorkshire region.

The UoY School Partnership includes;
Local Authority Schools
Faith Schools
Multi Academy Trusts
Independent Schools
Technical Colleges
Special Schools
Alternative Provision Centres

The UoY Core PGCE - HEI Route

This also includes All Saints trainees

Claire Ball-Smith (Core)
Director of ITT (DITT)

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Catherine Shawyer
Deputy Director ITT (DDITT)

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Provider Calendars

The School Direct (SD) Route - Pathfinder

Andy Young
(Pathfinder, PF)

Teaching School Hub CPD Lead
Pathfinder Secondary Lead ITE
Lead school: Archbishop Holgates School
ayoung@archbishopholgates.org

Stephen Sandwell
All Saints Secondary Lead

ITE

Lead school: All Saints RC School
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Pathfinder
Teaching School Hub

ALL SAINTS RC SCHOOL, YORK
Working Together

Provider Calendars

Curriculum Area (CA) Leads

English
Catherine Shawyer
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Maths
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History
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Science
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Leanne Mason
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MfL
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Geography
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The role of the CA Lead

Curriculum management and training

- *responsibility for the content, structure and efficient administration of the curriculum area*
- *provision of subject-based information, resources for trainees*
- *lead subject-based tutorial and discussion sessions in line with the Core Content Framework*
- *support and advice to trainees in methodology – planning, teaching, classroom management and assessment*
- *attendance at PGCE Board of Examiners meetings*

Liaison

- *liaison with subject mentors (General Mentors)*
- *hosting subject mentors' meetings (3 per year, October, February and July)*

Support and Assessment

- *monitor and support trainees in their development against the Core Content Framework throughout the course, and assess trainees against the Teachers' Standards at the end of the course*
- *observe and support trainees, offering advice and feedback (once per placement)*
- *monitoring trainees' progress in school*
- *marking of assignments*
- *write references for job applications where a trainee has requested this beforehand*

Curriculum Area Tutors

English
Nicola Towle
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Maths
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History
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MfL
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Science
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Geography
Jane Elsworth
Geography CA Tutor/Lead Mentor
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The role of the Associate

Curriculum management and training

- *support the CA Lead with the design of the content, structure and efficient administration of the curriculum area*
- *provision of subject-based information, resources for trainees*
- *lead of subject-based tutorial and discussion sessions in line with the Core Content Framework*
- *support and advice to trainees in methodology – planning, teaching, classroom management and assessment*

Liaison

- *liaison with subject mentors (General Mentors)*

Support and Assessment

- *monitor and support trainees in their development against the Core Content Framework throughout the course, and assess trainees against the Teachers' Standards at the end of the course*
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- *marking of assignments*
- *write references for job applications where a trainee has requested this beforehand*

Our PGCE Journey

- The Core Content Framework (CCF) and using the Teacher Standards
- Trainee assignments
- Curriculum phases and foci
- An overview of the course calendar

The Bigger Picture

Department for Education

The DfE's teacher development reforms have created a 'golden thread' of high-quality evidence underpinning the support, training and development available through the entirety of a teacher's career.
The highlighted section below shows how all new entrants to the profession will benefit from initial teacher training (ITT) courses that incorporate the content of the ITT Core Content Framework (CCF), which sets out what ITT providers and their partnerships must draw upon when designing and delivering their programmes.

Annex A – New teacher development system

The ITT Core Content Framework (CCF)

The CCF forms the foundation of all teacher training courses in England. It was designed by the Department for Education (DfE) to detail the ‘minimum entitlement of all trainee teachers’

The framework has been created to support the trainees development across 5 key areas:

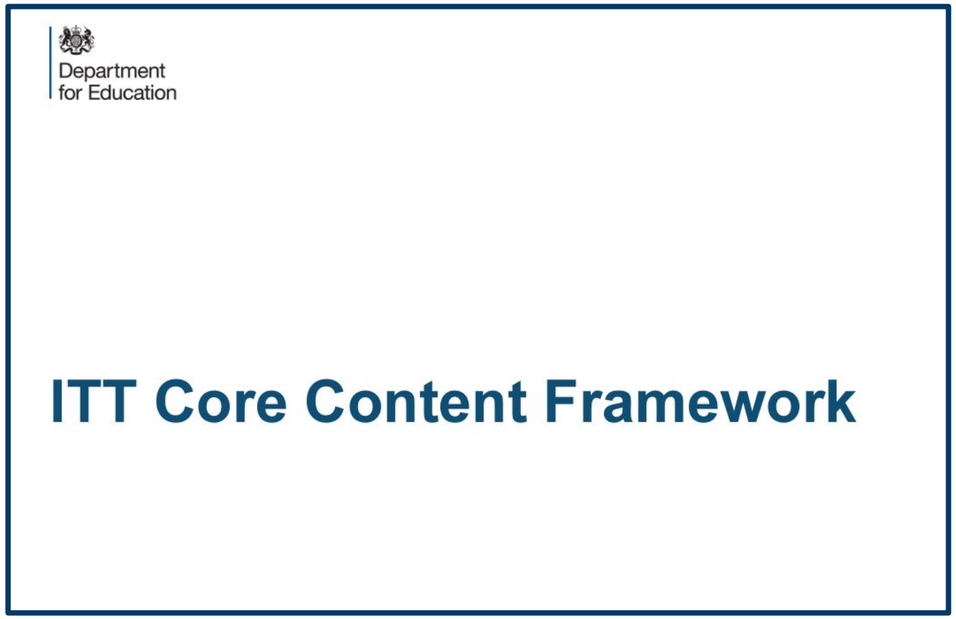
- pedagogy
- assessment
- behaviour management
- curriculum
- professional behaviours

Education Endowment Foundation

The ITT Core Content Framework (CCF)

The CCF is divided into 8 sections, each correlating with one of the 8 Teachers' Standards.

1. High expectations
2. How pupils learn
3. Subject and curriculum
4. Classroom practice
5. Adaptive teaching
6. Assessment
7. Managing behaviour
8. Professional behaviours



Learn that…
statements
details the pedagogical knowledge you need to have to understand a particular standard. These statements are all based on educational research into what makes good teaching.

Subject and Curriculum (Standard 3 – 'Demonstrate good subject and curriculum knowledge')

Learn that…	Learn how to…
1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of knowledge	**Deliver a carefully sequenced and coherent curriculum, by:** • *Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.* • *Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach.* • *Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.* • *Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.* • *Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).* • *Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.* **Support pupils to build increasingly complex mental models, by:**

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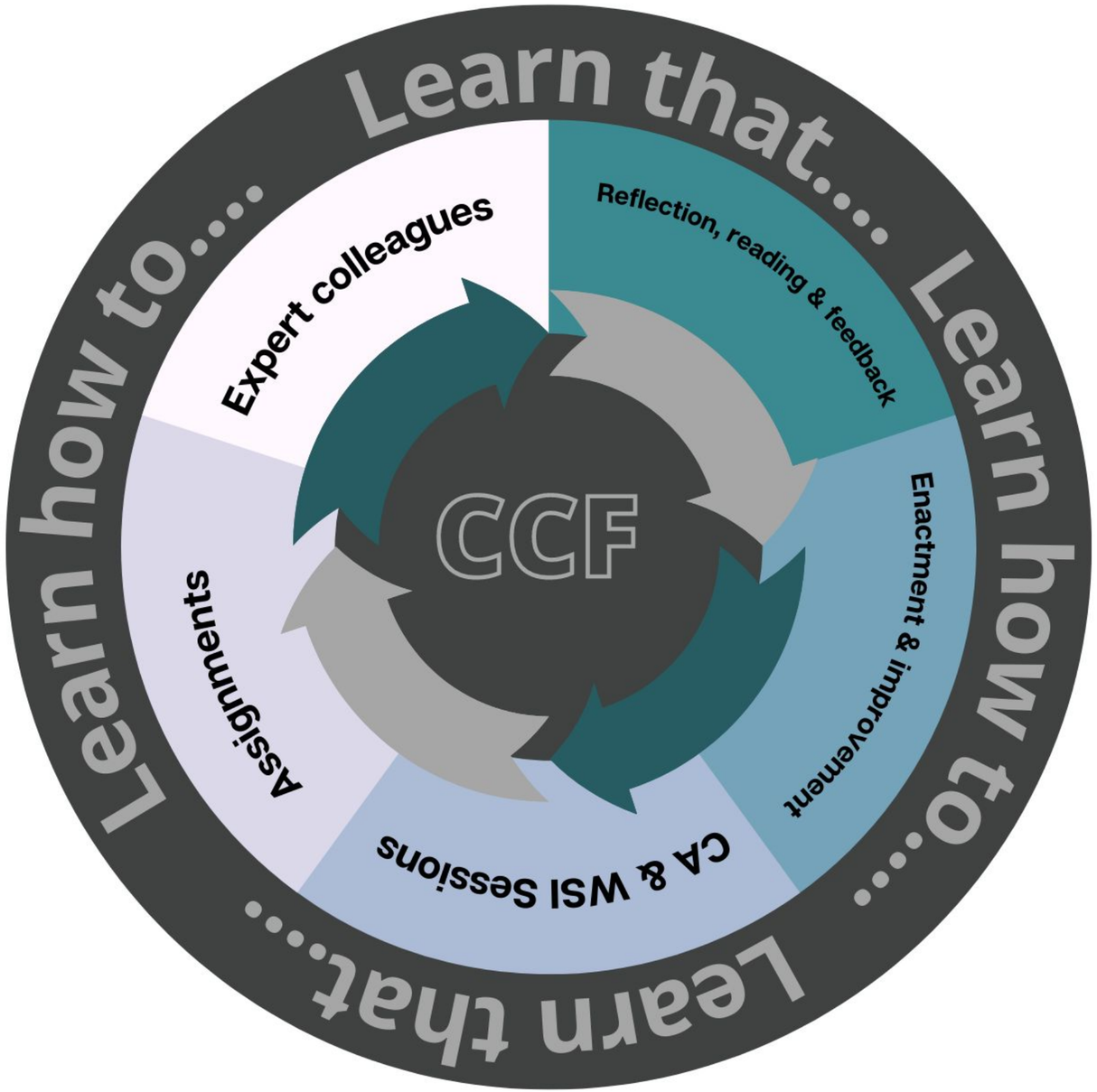
1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 2. Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed. 4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable. 5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial. 6. In order for pupils to think critically, they must have a secure understanding of knowledge	**Deliver a carefully sequenced and coherent curriculum, by:** • *Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.* • *Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach.* • *Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.* • *Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.* • *Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).* • *Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.* **Support pupils to build increasingly complex mental models, by:**

Learn how to…..
statements
explain what trainees are entitled to experience and practise, focusing on the skills needed to be a successful teacher.



All elements of the CCF are integrated into the PGCE programme to create a coherent sequence that supports trainees to succeed in the classroom

Trainees are not assessed against the Core Content Framework; The Core Content Framework (CCF) stipulates the learning and practice trainees must experience, and has been formulated to ensure trainees receive sufficient training in all areas presented on the Teachers' Standards.

Trainees will be awarded QTS **at the end of their training** once their CA lead and the DITT has determined that the trainee can successfully demonstrate all of the key competencies in the Teachers' Standards.

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teacher Standards

Placement Phases and CCF Foci - Placement One

Sept - Nov

Key focus on CCF 1,4,7

Induction Phase: 3 days a week at university/SD hub and 2 days a week in placement 1 school

Assignment 1: What do you consider to be effective teaching and why? (CCF 1,4,7)

Placement 1 Block 1 (teaching a minimum of 15/maximum of 18 solo lessons)

Review 1

Late Dec - mid Feb

Continue embedding CCF 1,4,7

Key focus on CCF 2,3,6

Mid-placement development: 2 weeks, majoritively at university/ SD hub

Assignment 2: Evaluating your planning, teaching and assessment of a small sequence of learning (CCF2, 3 &6)

w/b 8th Jan 2024 - ITAP 1 pilot CCF2/CCF4 Progression and Planning

Placement 1 Block 2 (working up towards a 50% timetable)

Review 2

Placement Phases and CCF Foci - Placement Two

Mid Feb - Mar
Continue embed previous CCF themes **Key focus: CCF 5, 8 & PPC**

Transition to new school: 3 days a week at university/SD hub and 2 days a week in placement 2 school

Placement 2 Block 1 (quickly working up towards a 50%-55% solo teaching, with an additional 10% timetabled involvement)

Assignment 3 (Part A): Conduct your own small-scale classroom-based research (initial focus on reading and existing research) CCF 3, 5,8

Review 3

April - June
Continue embed previous CCF themes
Key focus: Enrichment

Placement 2 Block 2 (You should undertake a further 20-25% of timetabled involvement so your timetable reaches 80%.)

Assignment 3 (Part B): Conduct your own small-scale classroom-based research (carry out own research)

Review 4

2 weeks university/ SD provision - **enrichment**

1 week enrichment placement **plus** 1 week primary experience placement

Final week - **reflection and celebration**

The role of the Professional Tutor/ITT Co-ordinator

Be the first point of contact in school

Liaise with departments to identify placement offers and mentors with suitable experience and/or training

Champion ITT in their school

Welcome trainees and ensure there is an induction programme in place

Design and oversee a school-based WSI programme that allows for the CCF to be enacted

Contribute to review documents as appropriate

Attend Partnership Forum

The role of the General Mentor

Curriculum management and training

- provision of subject-based information, resources and schemes of work for trainees
- coordination of subject-based tutorial and discussion sessions in line with the Core Content Framework
- support and advice to trainees in methodology – planning, teaching, classroom management and assessment

Liaison

- liaison with university tutor and with school Professional Tutor
- attendance at Subject Mentors' meetings (3 per year, October, February and July)

Support and Assessment

- monitor and support trainees in their development against the Core Content Framework throughout the course, and assess trainees against the Teachers' Standards at the end of the course
- Observe and support trainees regularly, offering advice and feedback
- hold a weekly meeting with trainees at which feedback is given and targets discussed
- Complete progress reviews on trainees during placements (2 reviews in Placement 1; 2 reviews in Placement 2)
- write references for job applications where a trainee has requested this beforehand.

Essentials of a good UoY mentor

National standards for school-based initial teacher training (ITT) mentors (2016)

Personal qualities

Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces.

Teaching

Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

Professionalism

Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship with our UoY partnership and ITT community.

The value of a great mentor

I appreciated my mentor making sure that I was integrated into the department and giving constructive feedback.

My mentor Incredibly supportive, understanding and realistic about my performance with a difficult class.

My school mentor helped introduce me to the rest of the department so that I felt comfortable and welcome.

My mentor provided constructive but positive feedback that allowed me to reflect.

SUMMER 2023
60 YEAR SPECIAL EDITION

60 YEARS

PGCE PARTNERSHIP NEWSLETTER

Embracing Change and Inspiring Minds

WELCOME BY CLAIRE BALL SMITH, DIRECTOR OF INITIAL TEACHER TRAINING AT THE UNIVERSITY OF YORK

Academic year 2022/23 has been the first year in the last few where all placements ran to schedule, most trainees had a training year without interruption, and most schools were running normal timetables with their usual curricula offer happening. One would think then that a smoother training journey lay ahead for our 2022/23 cohort, but the small matter of quite a few extra Bank Holidays (during May) and the highly unusual feature of teacher strike days (in Spring and Summer Terms) meant that in fact, the trainee cohort had to juggle a lot of change and last minute interruption to their normal course programme, especially towards the end of the second placement. Quite a few trainees also taught in schools where Ofsted came along this year, as a return to more normal inspection activity resumed in the region.

WHAT'S INSIDE

- Welcome
- The School Direct Route
- School Colleagues
- Curriculum Area Focus
- Trainee Reflections
- ECT Adventures
- YSIS
- Tales of departures and new leadership
- Celebrating 60 Years: PGCE Alumni
- Cohort 2023/24

UNIVERSITY of York

[PGCE Partnership Newsletter 2022/23]

School Placement 2

- Expectations
- Example timetables
- Opportunities
- Key documentation
- PebblePad

Before your trainees arrive

Pre-arrival

Professional Tutors may wish to use this list to help them plan the key information to share with trainees prior to their arrival.

Share key information with trainees;

- Dress code
- Parking arrangements/cycle storage facilities
- Timings of school day
- Time of arrival
- Map of school
- Staff handbook and/or trainee handbook
- Signposting to key policies that trainees should read before arrival e.g. Safeguarding Policy and Behaviour policy

Placement 2 - Expectations

Placement 2 - Printable overview

Induction

- 2 days of induction - 20th and 22nd February 2024

Term dates

- Trainees will follow the normal pattern of the placement school

Timetable

- By Easter, your trainee should have built up to 50-55% timetabled solo teaching, with an additional 10% (approx 1-2 lessons) observing and/or acting in a TA capacity.
- After Easter the trainee should be teaching 15 solo lessons a week with an additional 20% of their timetable (approx 5 lessons) in other teaching areas/experience around the school. This might include SEND/EAL department support, intervention group work, 1:1 exam preparation, and time in your school‘s pupil referral unit/area.

Placement 2, Block 1 -
An example timetable for w/c 26th Feb

	Mon	Tues	Wed	Thurs	Fri
	Whole school briefing	Dept briefing	Whole school briefing	Year team briefing	Whole school briefing
	8AN	**8AN**	**8AN**	**13LW**	**13LW**
1	**7Y CW**	Mentor meeting		**7Y CW**	**9Y3 JE**
2	**9X1 AN**		**10X 5 RW**		**10X 5 RW**
3	10X 5 RW	**9X1 AN**	9Y3 JE	**10X 5 RW**	**9Y3 JE**
4	**9Y3 JE**		**8AN PSHE**		
5	**12B BC**	**7CW**		WSI	PEBBLEPAD ADMIN
		After school duty with AN	**Meetings** Whole school/ dept/ year team/ parents evening		

60% timetable presence, quickly
50% TT build up

Week 1: 12-13 solo taught lessons + 2-3 lessons TT presence (obs/TA)

15 hours contact time (incl PSHE) per week

Trainees should still be observing and supporting all the other lessons on their TT.

AN - mentor
7Y - mixed ability
8AN - tutor group
9X1 - set 1 of 5
9Y3 - set 3 of 5
10X5 - set 5 of 5
12B - mixed ability
13LW - tutor group

Placement 2, Block 1 -
An example timetable for w/c 4th March

	Mon	Tues	Wed	Thurs	Fri
	Whole school briefing	Dept briefing	Whole school briefing	Year team briefing	Whole school briefing
	8AN	**8AN**	**8AN**	**13LW**	**13LW**
1	**7Y CW**	Mentor meeting		**7Y CW**	**9Y3 JE**
2	**9X1 AN**		**10X 5 RW**		**10X 5 RW**
3	10X 5 RW	**9X1 AN**	9Y3 JE	**10X 5 RW**	**9Y3 JE**
4	**9Y3 JE**		**8AN PSHE**		
5	**12B BC**	**7CW**		WSI	PEBBLEPAD ADMIN
		After school duty with AN	**Meetings** Whole school/ dept/ year team/ parents evening		

60% timetable presence, quickly
50% TT build up

Week 2: 12-13 solo taught lessons + 2-3 lessons TT presence (obs/TA)

15 hours contact time (incl PSHE) per week

Trainees should still be observing and supporting all the other lessons on their TT.

AN - mentor
7Y - mixed ability
8AN - tutor group
9X1 - set 1 of 5
9Y3 - set 3 of 5
10X5 - set 5 of 5
12B - mixed ability
13LW - tutor group

Placement 2, Block 1 -
An example timetable for w/c 11th March

	Mon	Tues	Wed	Thurs	Fri
	Whole school briefing	Dept briefing	Whole school briefing	Year team briefing	Whole school briefing
	8AN	**8AN**	**8AN**	**13LW**	**13LW**
1	**7Y CW**	Mentor meeting		**7Y CW**	**9Y3 JE**
2	**9X1 AN**		**10X 5 RW**		**10X 5 RW**
3	10X 5 RW	**9X1 AN**	**9Y3 JE**	**10X 5 RW**	**9Y3 JE**
4	**9Y3 JE**		**8AN PSHE**		
5	**12B BC**	**7CW**		WSI	PEBBLEPAD ADMIN
		After school duty with AN	**Meetings** Whole school/ dept/ year team/ parents evening		

60% timetable presence, building up from 50% teaching timetable to 55%

Week 3: 13-14 solo taught lessons + 1-2 lessons TT presence (obs/TA)

15 hours contact time (incl PSHE) per week

Trainees should still be observing and supporting all the other lessons on their TT.

AN - mentor
7Y - mixed ability
8AN - tutor group
9X1 - set 1 of 5
9Y3 - set 3 of 5
10X5 - set 5 of 5
12B - mixed ability
13LW - tutor group

Placement 2, Block 1 -
An example timetable for w/c 18th March

	Mon	Tues	Wed	Thurs	Fri
	Whole school briefing	Dept briefing	Whole school briefing	Year team briefing	Whole school briefing
	8AN	**8AN**	**8AN**	**13LW**	**13LW**
1	**7Y CW**	Mentor meeting		**7Y CW**	**9Y3 JE**
2	**9X1 AN**		**10X 5 RW**		**10X 5 RW**
3	10X 5 RW	**9X1 AN**	**9Y3 JE**	**10X 5 RW**	**9Y3 JE**
4	**9Y3 JE**		**8AN PSHE**		
5	**12B BC**	**7CW**		WSI	PEBBLEPAD ADMIN
		After school duty with AN	**Meetings** Whole school/ dept/ year team/ parents evening		

60% timetable presence, building up from 50% teaching timetable to 55%

Week 3: 13-14 solo taught lessons + 1-2 lessons TT presence (obs/TA)

15 hours contact time (incl PSHE) per week

Trainees should still be observing and supporting all the other lessons on their TT.

AN - mentor
7Y - mixed ability
8AN - tutor group
9X1 - set 1 of 5
9Y3 - set 3 of 5
10X5 - set 5 of 5
12B - mixed ability
13LW - tutor group

Placement 2, Block 2 -
An example timetable for w/c 8th April

	Mon	Tues	Wed	Thurs	Fri
	Whole school briefing	Dept briefing	Whole school briefing	Year team briefing	Whole school briefing
	8AN	**8AN**	**8AN**	**13LW**	**13LW**
1	**7Y CW**	Mentor meeting		**7Y CW**	**9Y3 JE**
2	**9X1 AN**		**10X 5 RW**		**10X 5 RW**
3	10X 5 RW	**9X1 AN**	**9Y3 JE**	**10X 5 RW**	**9Y3 JE**
4	**9Y3 JE**		**8AN PSHE**		
5	**12B BC**	**7CW**		WSI	PEBBLEPAD ADMIN
		After school duty with AN	**Meetings** Whole school/ dept/ year team/ parents evening		

60-80% sustained contact time over the course of the block

Week 5: 14-15 solo taught lessons + 1 lesson presence (obs/TA)

15 hours contact time (incl PSHE) per week

Trainees should still be observing and supporting all the other lessons on their TT.

AN - mentor
7Y - mixed ability
8AN - tutor group
9X1 - set 1 of 5
9Y3 - set 3 of 5
10X5 - set 5 of 5
12B - mixed ability
13LW - tutor group

Placement 2, Block 2 -
An example timetable for w/c 8th April - w/c 20th May

	Mon	Tues	Wed	Thurs	Fri
	Whole school briefing	Dept briefing	Whole school briefing	Year team briefing	Whole school briefing
	8AN	**8AN**	**8AN**	**13LW**	**13LW**
1	**7Y CW**	Mentor meeting	**Intervention/ exam prep**	**7Y CW**	**9Y3 JE**
2	**9X1 AN**	**EAL support**	**10X 5 RW**	**SEND support**	**10X 5 RW**
3	**10X 5 RW**	**9X1 AN**	**9Y3 JE**	**10X 5 RW**	**9Y3 JE**
4	**9Y3 JE**	**Intervention/ exam prep**	**8AN PSHE**		**EAL support**
5	**12B BC**	**7CW**		WSI	PEBBLEPAD ADMIN
		After school duty with AN	**Meetings** Whole school/ dept/ year team/ parents evening		

60-80% sustained contact time over the course of the block.
This comprises of 60% teaching (15 lessons) and 20% additional experience in teaching areas (5 lessons). This might include SEND/EAL department support, intervention group work, 1:1 exam prep, and time in your school's alternative provision environment.

Weeks 6 - 10 : 15 solo taught lessons + 5 lessons of additional experience

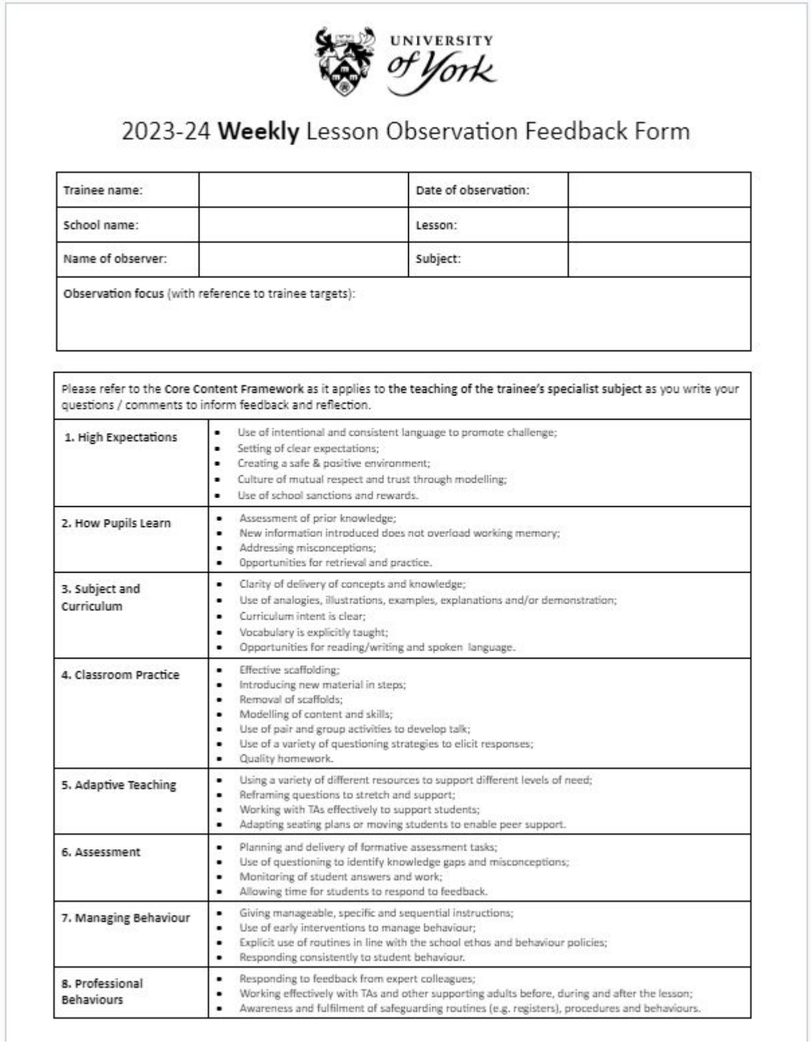
AN - mentor
7Y - mixed ability
8AN - tutor group
9X1 - set 1 of 5
9Y3 - set 3 of 5
10X5 - set 5 of 5
12B - mixed ability
13LW - tutor group

2 x lessons of EAL support
2 x lessons of Intervention/exam support
1 x lesson on SEND support

Placement 2 - Expectations

Lesson Observations

- One formal lesson observation per week using this [2023-24 Lesson Observation Feedback Form]
- Paperwork
- Host teacher/ PT
- Detail
- Feedback



UNIVERSITY of York

2023-24 **Weekly** Lesson Observation Feedback Form

Trainee name:		Date of observation:	
School name:		Lesson:	
Name of observer:		Subject:	
Observation focus (with reference to trainee targets):			

Please refer to the **Core Content Framework** as it applies to **the teaching of the trainee's specialist subject** as you write your questions / comments to inform feedback and reflection.

1. High Expectations	• Use of intentional and consistent language to promote challenge; • Setting of clear expectations; • Creating a safe & positive environment; • Culture of mutual respect and trust through modelling; • Use of school sanctions and rewards.
2. How Pupils Learn	• Assessment of prior knowledge; • New information introduced does not overload working memory; • Addressing misconceptions; • Opportunities for retrieval and practice.
3. Subject and Curriculum	• Clarity of delivery of concepts and knowledge; • Use of analogies, illustrations, examples, explanations and/or demonstration; • Curriculum intent is clear; • Vocabulary is explicitly taught; • Opportunities for reading/writing and spoken language.
4. Classroom Practice	• Effective scaffolding; • Introducing new material in steps; • Removal of scaffolds; • Modelling of content and skills; • Use of pair and group activities to develop talk; • Use of a variety of questioning strategies to elicit responses; • Quality homework.
5. Adaptive Teaching	• Using a variety of different resources to support different levels of need; • Reframing questions to stretch and support; • Working with TAs effectively to support students; • Adapting seating plans or moving students to enable peer support.
6. Assessment	• Planning and delivery of formative assessment tasks; • Use of questioning to identify knowledge gaps and misconceptions; • Monitoring of student answers and work; • Allowing time for students to respond to feedback.
7. Managing Behaviour	• Giving manageable, specific and sequential instructions; • Use of early interventions to manage behaviour; • Explicit use of routines in line with the school ethos and behaviour policies; • Responding consistently to student behaviour.
8. Professional Behaviours	• Responding to feedback from expert colleagues; • Working effectively with TAs and other supporting adults before, during and after the lesson; • Awareness and fulfilment of safeguarding routines (e.g. registers), procedures and behaviours.

Placement 2 - Expectations

Mentor Meetings

- Frequency - 1 hour per week
- Physical & emotional environment
- When absent - mentor and mentee
- **New** live spreadsheet for feedback and target setting: 2023-24 Mentor Meeting Record
- Target setting

A	B	C	D	E	F	G	H	I	J	K	L	M
Date	Learning Plans/ lessons up to date?	Lesson Evaluations up to date?	Trainee summarises developmental work covered during mentor meeting	Weekly Targets *(max 3, one should always be subject specific)*	Actions to help achieve target	CCF Area	Agreed weekly lesson observation for next week	Review date	Trainee self-review of previous targets, including actions taken and impact on pupil progress		Optional mentor comments	Mentor initals to verify record
Rows 3-6 are hidden but have a modelled example if required												
Link to WSI Handbook												
			We have focused on getting established with my new classes and the importance of setting my expectations, which reinforce and show my understanding of the school's policies. We also discussed a number of strategies for gaining the whole class attention and having clear expectations about whether the tasks I set are silent work, discussion work, paired or independent work. We also considered the importance of place context in teaching geography and how this can be reinforced through the use of maps and Google Earth.	1.Set my expectations with each class that I take over.	After bell work - have a single slide with the key points, aligned with school's behaviour policy.	1			Confi...	I did this with both classes that I met this week and felt it helped the students to view me as their teacher as they see was confident in understanding the school's behaviour system. I will continue this with other classes that I teach for the first time		
6/11/23	☑	☑		2. Build confidence with gaining the attention of all in the class.	Use of 3-2-1 countdown and then pause for silence.	7	9/11/23 P1 8A2	12/11/23	Som...	Whilst I did try this with both classes, the students were not always quiet when I reached 1 and my mentor observed that I had not waitied for the class to be quiet at that point. This is a strategy that I need to continue to embed as it did redcue the noise in the room.		AB
				3. When introducing a new place, share the locational context with the class.	Start at school, then use Google Earth to zoom to location. Ask students to identify key aspects (continents, nearby oceans etc)	3			Confi...	The students seemed to enjoy the use of Google Earth and it helped the students to visualise the landscape of Egypt, whihc we were able to later link with the desert climate.		
							Something I loved this week ...			Teaching my first full lesson!		

Placement 2 - Expectations

Support and Training

- WSI: school based training programmes
  WSI Handbook

WSI Handbook (Week by week)

PT/ITT Coordinator material to cover/organise with trainee/s this week

WSI School-Based Training	Introduction to school behaviour policy and associated reward and consequence procedures; this should include discussion around the school's values and ethos (to be recorded by trainee on PebblePad). Shadowing KS3 pupil/Class with a focus on routines (CCF1, 7).

What the trainee/s will be covering with their ITT provider this week in WSI. Sessions are linked to trainee VLE.

27/09/22 Core and All Saints Trainees University-based WSI: Behaviour Theme (CCF1,CCF7)		**Session CCF Foci**	**Assignment 1 content**
Presentations	Creating a positive school ethos*	1; 7	✓
	Internal Alternative Provision- working with the most vulnerable*	1;4.1; 7; 8.3, 8.4, 8.5, 8.6**	✓
	Empowering students through nature*	1;5.3, 5.7; 7;8.3, 8.4, 8.6**	
Seminar	Behaviour for Learning/features of successful classrooms	1; 4; 7	✓
27/09/22 Pathfinder Trainees School Hub WSI (CCF 3, CCF4, CCF5)			
All day	How pupils learn SEND - A focus on the memory model of learning and what this means for SEND	2, 3.3, 3.4, 3.6, 3.7, 4.2, 4.3, CCF4.4, 5.2, 5.6, 5.7, 8.6	✓

**Denotes input from school partnership expert colleagues*
*** Content/coverage enhances WSI (beyond the CCF)*

Placement CCF focused tasks in school this week

Placement CCF Focus	**Mentor Activities and Expectations**
Learn That: Focused Lesson Observations. Focus on establishing routines; the value of a predicable environment for pupils; self-regulation and its impact on ability to learn. (CCF7.1, CCF7.2, CCF7.3) **Learn How To:** Induction on school Behaviour Policy	Trainee is shown location and given access to SoW. Weekly discussion session: Department behaviour support/removal rotas etc Observations across the department (Trainees should be undertaking a 60% observation timetable). ***See further subject-specific guidance from CA Lead.***

Mentor activities and expectations for this week

Suggested activities for school based WSI in placement 2

	Suggested WSI School-Based Training: This training should be tailored to ITT where possible and align with the context of school placement.
w/c 26th Feb	An introduction to the rationale for curriculum structure, including whole-school literacy/numeracy approaches and how this is implemented in lesson planning. (CCF1; CCF3; This theme is included to support trainee transition into Placement 2)
w/c 4th March	The school policy and practice documents related to Teaching and Learning (CCF2 - This theme is included to support trainee transition into placement 2)
w/c 11th March	Focussed time meeting with key SEND staff and supporting the inclusion department (CCF5)
w/c 18th March	Pathfinder trainees are with their SD priver on Wednesday 20th March, all trainees are at university on Friday 22nd March.
w/c 8th April	Key Stage Transitions in school - Primary, KS4 and KS5
w/c 15th April	Reporting progress/Preparing for parent/ carer consultation evenings (CCF8)
w/c 22nd April	Focussed discussions around working effectively with support staff including TAs, lab technicians and librarians (CCF8)
w/c 29th April	An opportunity for trainees to meet with members of staff in both ML and SLT positions to discuss their career paths/motivations/advice. (CCF8).
w/c 13th May	Fieldwork/Trips/Extra curricular activities (CCF8) - staff/pupil benefits of getting involved - logistics/considerations and risk assessment overview
w/c 20th Mary	Arrange time for trainees to meet with Year 1 ECTs to discuss the year ahead and the support available (CCF8)

Placement 2 - Expectations

Support and Training

- CA: school based training programmes

University visit

- Trainees will receive a visit from a member of the PGCE team during placement 2.

PebblePad

What is Pebblepad?

This is a teaching e-Portfolio platform. Pebblepad is where trainees will log evidence of progress throughout the course, interact with school mentors and university staff. All trainees across all subjects will be using Pebblepad.

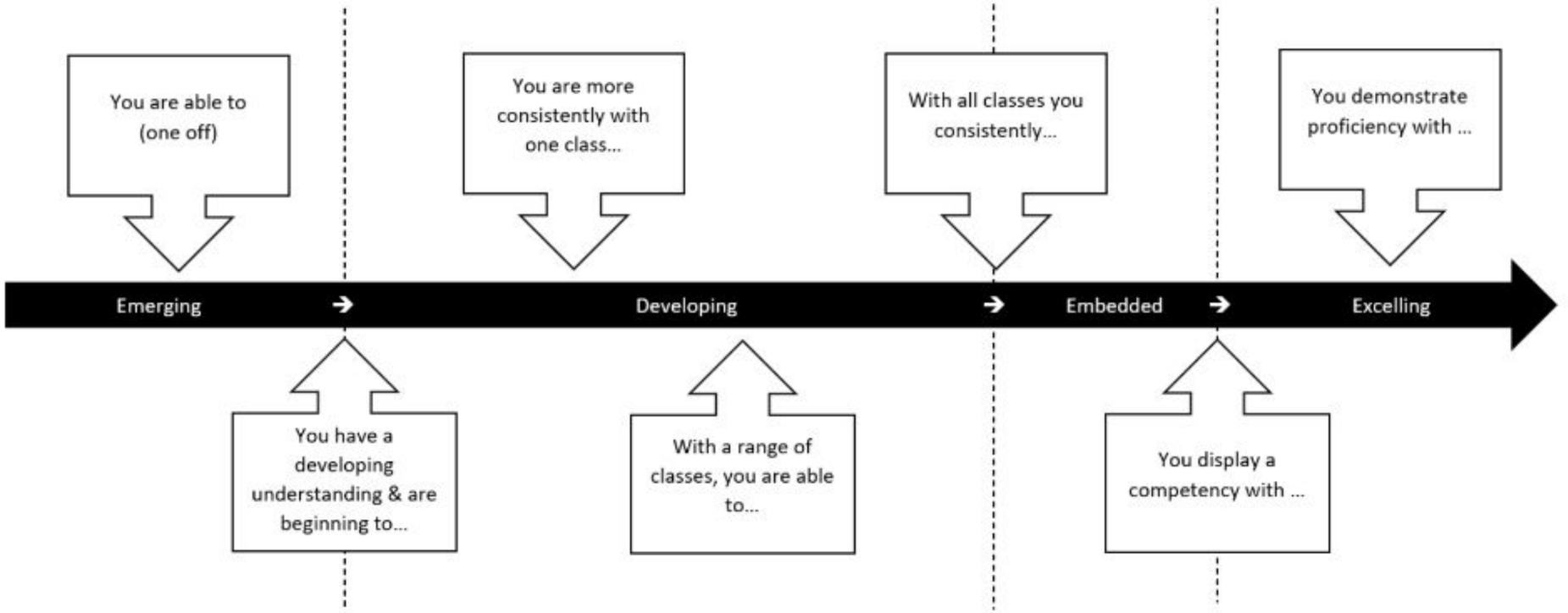
How will I use Pebblepad?

Mentors will use Pebblepad to access trainee information, check trainee progress, look at/complete reviews, sign off attendance, and access /contribute to any Student Support Plans with University tutors.

All reviews from school placements will be submitted on Pebblepad.

Review 3: Friday 22nd March 2024 **Review 2:** Friday 17th May 2024

Where should a trainee be at this point in the PGCE?



Placement 2 - Opportunities

It is important to provide an equitable experience for trainees across the school.

- Ongoing opportunities to observe:
  - Own subject and other subjects
  - Their classes with other teachers
  - Particularly strong teachers
  - Particularly interesting classes

- Post-16 involvement where applicable
- Extra-curricular opportunities
- Parental communications - this could include parent/carer consultation evenings, phone calls and email protocols
- INSET
- Exposure to EAL/SEND provision within school
- Experience of PSHE/SMSC/Citizenship

Placement 2 - additional points to consider

- Communications - emails/phone numbers
- Lesson plans - coordinated approach
- Behaviour management (CCF 7) may need revisiting
- Assignment 3 - Special Study: Reflective & Research-Literate Practitioner

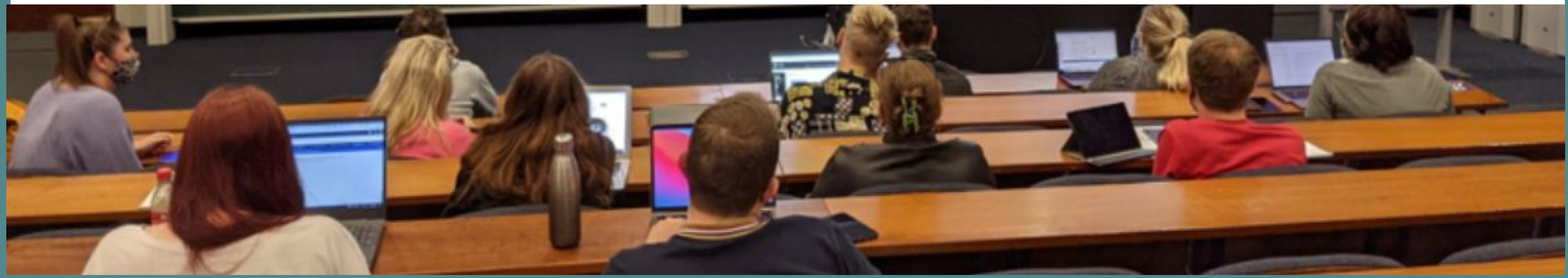
  Examples:
  How can English teachers challenge, motivate and support English as an Additional Language students in a predominantly White British school?
  What role does peer assessment play in the Year 7 History classroom?
  How does the use of growth mindset effectively aid pupil progress in Mathematics problem solving?
  *How does exposure to Science outside school affect amb*ition, motivation and achievement in the Science classroom?
- Interviews
- Professional Enrichment/Primary Experience (w/b 10th June - w/e 17th June 2024)

Wellbeing - Our trainees

- Encouraging healthy work habits and balance
- Finances (some hardship funding may be available)
- Identifying pressure points during the ITT year
- SEMH support
- Trainee support plans

Wellbeing - Our PGCE Partnership

- What is unique about your setting?
- Wellbeing strategies - what does your school do to promote healthy lifestyles and wellbeing (both physical and MHWB) amongst your pupils?
- Identifying pressure points during the ITT year
- PT/mentor absence and support
- Local, regional and national network opportunities
- School visits



Partnership Forum

3 meetings per year (one per term)

Invitations sent out to PTs via PGCE administrators (general mentors are welcome to deputise for PTs).

Aims:

- To update PTs with information regarding our current trainee cohort
- To discuss and plan for future PGCE course provision
- To collaboratively set targets for the partnership
- To consider employment outcomes, national DfE ITT data and outcomes in the partnership against nationally available comparative data

Upcoming Partnership Forum meetings: Friday 1st December (2-4pm) on campus
Friday 22nd March or Friday 29th March (2-4pm) TBC
Friday 28th June (2-4pm) on campus

National re-accreditation of ITT

ITT Market Review - started in 2020, paused during global pandemic, resumed in Jan 2021

July 2021 - Market Review Report

The review considered how the ITT sector can provide consistently high-quality training, in line with the core content framework, in a more efficient and effective market.

The aim of the review was to make well informed, evidence-based recommendations on how to make sure:

- all trainees receive high-quality training
- the ITT market maintains the capacity to deliver enough trainees and is accessible to candidates
- the ITT system benefits all schools

All providers wishing to offer ITE from 2024 required to take part in a re-accreditation process and meet certain criteria

Main ways this will affect York PGCE

- Change in terminology
- Revised course structure
- Strengthened mentoring partnership

Where to contact us…

- **PGCE Bulletin**
  We will send these out regularly with reminders of upcoming deadlines and dates for the diary
- **The website** https://www.york.ac.uk/education/pgce/mentors/
- **PGCE Administrators** educ21@york.ac.uk
- **Curriculum Area Leads, School Partnership Facilitators (SPFs)**
- **Your school's Professional Tutor/ ITT Coordinator**
- **The mentor zoom drop in 12.30-1.30pm on Tuesdays**
  https://york-ac-uk.zoom.us/j/93175473056
- Non urgent question submission form