KEY DATES

**PLACEMENT TWO BLOCK ONE**: Mon 24th Feb until Fri April 3rd.

**PGCE PARTNERSHIP FORUM**: Fri 20th March 2020 2-4pm Heslington Hall H/G/21.

**TRAINEE WSI DAY/s**: Core: Fri 27th March Pathfinder: Fri 27th March and Wed 2nd April YTSA: Wed 11th March and Fri 27th March. All Saints: Fri 27th March

**REVIEW 3 DEADLINE FOR COMPLETION**: Fri 27th March 2020 on Form J. (MFL & Science will find this on the PebblePad placement 2 tab).

Copies of all forms and documentation, including the Mentor Handbooks, can be downloaded from HERE.

TRAINEE TIMETABLES

Most trainees should now be moving into the Developmental Phase of their second placement, assuming a 50% timetable. In addition to teaching whole lessons, trainees should continue to observe a range of lessons, team-teach/support other classes etc.

As trainees get more proficient they will build up to a 75-80% timetable by the end of the placement - the Extension Phase. The speed at which they achieve this will be dependent on the ability of the trainee. When planning the timetable now it might be useful to map in this 75-80% teaching commitment and then to decide at what pace the trainees will pick up the teaching of each class (they could be observing/ team-teaching some classes early on and then take over the teaching later) i.e. Plan backwards.

Maths, English & History trainees should complete details of their placement two timetables on Form H. Science & MFL trainees are to upload this to Pebblepad in the Placement 2 tab. These should be submitted/uploaded by Tues 3rd March.

PEBBLEPAD

All MFL and Science trainees are using PebblePad for their ITT Portfolio this year. Mentors in MFL and Science will need to complete reviews and sign off attendance on PebblePad. In order to register yourself as an assessor, your trainee needs to record your work email address on PebblePad. We will then register you as an external assessor for your trainee, and you will be sent access information. You will also be able to see the Placement 1 profile for your trainee including all weekly mentor meetings and lesson observations, any support plans that have been in operation for your trainee, and their first two Placement reviews from their first mentor. Please ensure therefore that your trainee has a current work email address (we cannot use personal email addresses for this purpose) to put into PebblePad. If you have any concerns or questions about how to use PebblePad, please email Simon Quinnell at s.quinnell@york.ac.uk OR educ21@york.ac.uk and we will get back to you straight away. We have also produced a Guide to using PebblePad for all our mentors.
TEACHING FILES

At this stage it is still important that trainees complete detailed lesson plans for all lessons taught, as well as a lesson evaluation form, to help them to reflect on how the lesson went.

Trainees need to keep copies of these in their teaching files, along with all lesson resources and any copies of any lesson feedback (Form M).

Detailed examples of completed lesson feedback forms are available in the mentor section of the University PGCE website pages.

It is strongly suggested that all trainees allocate one period per week on their timetable for keeping all paperwork up-to-date.

Subject mentors may want to monitor teaching files to ensure they are well maintained.

STANDARD PROFILES

English, Maths and History trainees might like to share a link to their Standard Profiles with their new subject mentors.

MFL and Science Standard Profiles can be accessed on PebblePad once the placement two staff are registered.

These will continue to be updated with evidence from trainee observations, teaching and CPD sessions in the second placement.

Similarly trainees should continue to update Subject Knowledge Audits where appropriate.

GREEN ASSESSMENT BOOKLETS

Trainees are reminded to make use of these booklets at weekly mentor meetings, to record evidence that they are meeting the teachers’ standards, and to inform their assessment grading at the next review point. The booklet aids professional dialogue and aids assessment to be more transparent and consistent across the partnership.

Trainees could highlight and annotate specific statements in each teaching standard, as they collect evidence.

TRAINEE SUPPORT PLANS

Occasionally some trainees are placed on a support plan.

The support plan will be produced by their University curriculum tutor and will summarise targets for improvement and possible actions to help trainees improve. A Copy of the support plan will be emailed to the professional tutor and subject mentor. Trainees on a support plan will be asked to complete a weekly log of evidence on the form to show their progress, and to discuss this with their mentors.

The University will provide additional support to subject mentors and/or trainee as necessary. Follow up visits for these trainees may be necessary and will occur in the w/c 16th March.
SCENARIO ACTIVITY

Early in the second placement trainees were invited to take part in an online activity alongside their professional tutors. This involves engaging with 3 classroom scenarios which will act as a stimulus for discussion. This activity is most successful if completed on a mobile phone and headphones. At the end of the activity trainees will be asked for feedback on this tool which has been designed by the Teacher Selection Project as part of their cutting edge research into the recruitment and retention of effective teachers. Please complete this and consider the quality of the online activity rather than how it was delivered. If not part of a planned induction, it is possible for trainees to take part on an independent basis by accessing the link below. Please note that the materials must not be distributed or shared more widely. The activity will be available until Fri 6th March. We hope you enjoy taking part and find it useful.

Link to activity: https://tinyurl.com/vvoolwb

MENTORING

First of all, a big thank you to all schools, professional tutors, subject mentors and host teachers for accommodating a trainee/s during this second placement. We fully appreciate the commitment, time and effort you are giving our trainees and have no doubt that your expertise and experience will be invaluable.

It was great to see so many of you at the subject specific mentor meetings and the new mentor training event. We appreciate that getting time out of school is not always possible but the sessions are an excellent opportunity to share ideas, discuss experiences and plan for future provision.

If you have a colleague who is considering becoming a mentor for the partnership in the future or feel that a refresher on the process is needed please do get in touch (contact below). Our school partnership facilitators are able to provide comprehensive training on the process, the administration involved, offer target setting advice and answer any outstanding questions you may have.

TEACHING INTERVIEWS

The peak recruitment time for NQTs is from March to late May. The advice from professional tutors and subject mentors during placements is invaluable, many thanks for all your time and efforts in supporting our trainees.

A reminder that for school employment interviews, trainees must seek absence permission from both the Programme Director AND placement school staff.

FUTURE EDITIONS

This bulletin was created for you as a "bitesized" reminder of upcoming events, please do let us know how you feel it could be developed or if you would like to feature an event/information which could be of benefit to trainees and colleagues in the partnership. The next edition will be released in Spring Term Block 2.

Contact: Vic Allen, School Partnership Facilitator victoria.allen@york.ac.uk