



UNIVERSITY
of York

English PGCE Mentors' Meeting

February 2022

Welcome, apologies & introductions

Update on Current English Cohort

- 24 trainees started the course
- 2 trainees have taken LOA due to health issues
- 1 trainee has withdrawn (Jan)
- All English trainees passed their first PGCE assignment
- 4 trainees so far have secured employment for September as ECTs (1 in London, 1 in Cambridgeshire, 1 in Lancashire, 1 in Leeds)
- All 21 trainees have been visited and observed in Block 2 of Placement 1 by Nicola/Catherine and although some are stronger than others, there are no huge concerns about anyone at the moment (Our visit documentation is on PP, along with Review 2)
- Impact of no training bursary
- N.B. 1 English trainee from last year completed an additional placement, was successful and is now teaching at a school in Leeds.

- Sharing Mentoring Practice – Tips and New Ideas
- Reflections on & Progress with CCF Implementation in School
- Reflections on Reviews
 - Was Review 2 easier and less time consuming to complete?
 - Ideas for improvements to the review format generally or specific reviews and specific questions

Redesigned Review Option 1: Trainee Led Review

For each CCF

Trainee: Please reflect on your current understanding of CCF1 and how this is shown in your teaching.

Mentor: To develop the trainee's understanding of CCF1 and their application of it to their teaching, what next step(s) would you recommend?

Redesigned Review Option 2: Quantitative Approach

CCF1

To what extent does the trainee's classroom practice show their understanding of 'high expectations'?

	1 Classroom practice shows a very limited level of understanding	2	3	4	5 Classroom practice regularly shows a very high level of understanding
1. Teachers affect and improve the wellbeing, motivation and behaviour of pupils					
2. Teachers are role models, who can influence the attitudes, values and behaviours of pupils.					
3. Teacher expectations can affect pupil outcomes.					
4. etc.					

Please expand on strengths:

What steps need to be taken by the trainee to further improve on areas for development?

Placement 2 Expectations

3 phases: **Induction (Feb)**, **Development (Feb/March – Easter)** & **Extension (April – May; last 4 weeks)**

English Teaching Commitments per Phase

- **Induction** (2 days & 1 week minimum, maximum of 2 days & a fortnight) 1 – Observe classes you will teach & begin to teach – i.e. part of a lesson, one lesson in Week 2 etc)
- **Development** – 50% of a qualified teacher's timetable (12 x 1 hr lessons of solo teaching per week, some KS3 & some KS4)
- **Extension** – 50% of solo English teaching + 25-30% additional contact time (18 – 20 contact hours out of 25 per week)

Other commitments:

- Attached to and actively involved with a tutor group
- Attending all staff and English Department meetings, training and other events
- Participating in parents' evenings & open evenings
- Involvement with duties (corridors, dining hall, bus queues, etc)
- Involvement in interventions, clubs, concerts, trips etc.
- Marking and assessing pupil work
- Observing in and out of subject
- Working on Assignment 3 (reading, gathering data, etc) – Assignment 3 is due Friday 27th May (one week after P2 ends)
- Advance preparation for mentor meetings

Professionalism

- Trainees should seek permission from mentor, Professional Tutor (copying in University Tutor) to attend an interview / to attend a graduation / funeral, etc
- Trainees should let school colleagues know as soon as they can if they are going to be absent
- Trainees should send in cover work if they are absent through illness/attending an interview

Key Dates

Feb	07	CA	Induction Visit 1 P2	WSI	Induction Visit 2 P2	CA 1:1s
	14	P2 Week 1 / Half Term (Doncaster)				
	21	Half Term /Week 1 (Doncaster)				
	28	P2		Week 2		
March	07	P2 Week 3				
	14	P2 Week 4				
	21	P2 Week 5				Fri – WSI/CA Review 3 due
	28	P2 Week 6				
April	04	P2 Week 7 / Easter Leeds & Doncaster				Fri - Assignment 3 Proposal
	11	Easter				
	18	Easter / P2 Week 7 Leeds & Doncaster				
	25	P2 Week 8				
May	02	P 2 Week 9 English (External Examiner Visiting 4 th May)				
	09	P2 Week 10				Fri – Review 4 due
	16	P2 Week 11				

Placement 2: Trainees' Training Entitlement

Support from a subject mentor and the school's Professional Tutor

A timetable which starts with a brief induction phase and by Week 3 is at 50% teaching with KS3 and KS4 classes

A timetable which is extended in the development phase to add an additional percentage (up to 30% more contact time)

Access to all school policies & Departmental teaching resources

1 weekly observation as a minimum with written feedback

1 weekly mentor meeting each with a segment of subject specific training input linked to the CCF (CCF3 & CCF8 particularly)

Whole school training inputs co-ordinated by the Professional Tutor, particularly focusing on CCF3, CCF8 and, towards the end of Placement 2, Part Two of the Teachers' Standards (suggestions for inputs feature in the WSI Handbook; there is a link to this on PebblePad in the "In School Training" section under the Placement 2 tab)

1 observation during Placement 2 as a minimum by the Professional Tutor

2 written progress reviews

Opportunities to be involved in English Department events and wider school opportunities

Support and advice with interview preparation; mentors should also be a referee for trainees

One visit (including a lesson observation) minimum from a University English tutor(s);

N.B. Additionally a small sample of trainees will be visited and observed by an External Examiner – in the last couple of weeks of Placement 2

Assignment 3

What is it: a small-scale piece of classroom based research linked to something about English teaching which **an individual trainee** wants to explore further, maybe because it is something they find interesting or they are already becoming skilled at or maybe it is something they feel is a bit of a gap in their skillset currently or maybe it is something they are genuinely confused/troubled about.

When is it due: 2pm Friday 27th May 2022 (1 week after the end of Placement 2)

What research methods can trainees use?

- Focused observation of colleagues & associated professional discussions with staff/pupils – (all carefully anonymised)
- Data resulting from a reasonable* change to their classroom practice (e.g. pupil work, pupil voice from EXIT tickets, observations of their teaching – again all carefully anonymised)

**Reasonable = a change which teachers would be able to make to their classroom practice which is within normal professional boundaries (e.g. putting pupils into different types of small groups within lessons, getting pupils to read a scene from Shakespeare and then the next lesson playing an audio clip of the scene to see which, if any helps students comprehend better)*

Assignment 3 Opportunity

Something to think and talk to your Placement 2 trainee & Departmental colleagues about:

Is there an issue that your colleagues in English are wrestling with or interested by which could link to what your trainee might research for you for Assignment 3?

If so, as well as writing an assignment which benefits trainees (academically by passing it) and professionally (by adding to their skills and knowledge as an English teacher), it could also benefit you and your Department too if you invited your trainee to share their reading and research findings with you in a Departmental meeting. You/your colleagues might even like to read their finished assignment.

Examples of Assignment 3 English Titles

Student or Teacher-Led Reading Aloud: Which is more effective in the English classroom?

How effective is the incorporation of drawing in English lessons to help students with reading and writing tasks?

When is the best point to introduce historical context into a series of English lessons?

How might English teachers best support and challenge disadvantaged students to fulfil their true potential?

What are some of the benefits of using a drama based approach to texts in the English classroom?

What does effective stretch and challenge for the most able learners look like in the English classroom?

How can outcomes for EAL (English as an Additional Language) pupils be improved within the mainstream English classroom?

Does using discussion prior to pupils completing independent tasks improve their written work in English?

How effective is DIRT (Dedicated Improvement and Reflection Time) at improving pupils' progress in English?

How effective is small group work in English?

CPD (Transition to ECT Document)

Towards the end of Placement 2, please support your trainee with drafting this document (see the “Future Career” section on PebblePad).

Please emphasise to them the professional importance of this document – it is something they should take with them to their ECT school and share with their ECT mentor.

Ideas for projects please!

Past Examples:

“We have recently been given new schemes of work for Y7 and Y8 by our Academy Trust which are based on Doug Lemov’s *Reading Reconsidered*. We would love for up to two trainees to come and work (for either one or two weeks) on adapting, refining and further resourcing these schemes to suit our academy policies and to enhance the progress checks and differentiation in the existing planning. There are 6 schemes of work in total which each contain a series of 20 lessons.”

“We would love to host a couple of trainees who would enjoy creating a poetry revision booklet for the KS4 AQA poetry anthology.”

“We'd particularly love someone to help us set up a Year 7 newspaper project... Could be quite exciting, and the Year 7 students are super-keen and enthusiastic.”

36. The new framework focuses on the quality of education and training, with emphasis on the training programme, visits to trainees' sector placements and the ITE provider's curriculum as key elements at the heart of inspection.

40. The ITE Inspection approach is built around the connectedness of curriculum, teaching and assessment within the 'quality of education and training' judgement."

42. A provider's ITE curriculum sets out the aims of a teacher-training programme, covering both centre- and placement-based training. It also sets out the structure within which those aims should be implemented, including the knowledge, skills and behaviours to be gained at each stage. It enables the evaluation of trainees' knowledge and skills against those expectations.

119. Inspectors will use meetings with mentors to consider how the training and support they provide for trainees is part of a subject- and phase-specific curriculum that is purposefully integrated (where applicable) across the centre- and placement-based settings. This conversation will allow inspectors to consider the role of mentors within the provider and whether the mentors' agreed role allows them to provide trainees with the training and support they need.

Intent

173. In evaluating the ITE provider's intent, inspectors will primarily consider the curriculum provided by the ITE provider. They will discuss this with the provider's representatives, leaders and managers. Inspectors must ensure that the curriculum provided prepares trainees to meet the relevant professional standards (QTS or EYTS). In primary and secondary phases, ITE inspectors must ensure that providers produce the minimum entitlement outlined in the ITT core content framework.

Implementation

174. In evaluating the implementation of the ITE curriculum, inspectors will primarily consider how trainees are taught, trained and supported at both the centre and on placements, including the quality of mentoring.

Impact

179. When inspectors evaluate the impact of the education and training offered by the provider, their focus will primarily be on whether trainees know more and remember more of the intended curriculum and apply that knowledge to their practice.

The use of assessment

175. Inspectors will evaluate how the provider uses assessment of trainees to inform the teaching of the ITE curriculum.

176. Ongoing assessment of trainees should be largely formative. Inspectors should check that trainees are gaining, applying and refining the knowledge and skills set out in the ITE curriculum. The provider should also use formative assessment to help trainees embed knowledge and use it fluently, and to assist trainers/mentors in refining a robust ITE curriculum. Therefore, providers should avoid the premature use of summative assessments, for example generic outcome descriptors, such as the teachers' standards.

Our Curriculum Model

Sept - Dec

**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?

Placement 1 Block 1 (teaching a minimum of 12 solo lessons)

Review 1

**Late Dec -
mid Feb**

*Continue
embedding
CCF 1,4,7.*
**Key focus
on CCF
2,5,6**

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

Assignment 2: Evaluating your planning, teaching and assessment of a small sequence of learning

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

Review 2

Our Curriculum Model

Mid Feb - March
Continue embedding CCF 2,5,6 and key focus on CCF 3,8 & 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 to and sustaining a 50% timetable)

Assignment 3 (Part A): Trainees conduct their own small-scale classroom-based research (initial focus on reading and existing research)

Review 3

April - June
Continue embedding CCF 3, 8 & PPC and key focus on enrichment

Placement 2 Block 2 (Trainees should undertake a further 20-25% of timetabled involvement so their timetable reaches 70-80%.)

Assignment 3 (Part B): Trainees conduct their own small-scale classroom-based research (carry out own research)

Review 4

2 weeks university/ SD provision - enrichment

2 weeks enrichment placement

Final week - reflection and celebration

- Response to Market Review Consultation – Thank you if you filled in the consultation in your Summer holidays!
- Reaccreditation Process – we have just submitted our Phase 1 bid to continue as ITT providers recruiting from September 2023 and first teaching in 2024
- Mentor Expertise

English PGCE Recruitment for 2022/23 as of 8th Feb:

Core PGCE: 8

Pathfinder School Direct: 4

All Saints School Direct: 1

Teach North: 0

Total: 13 (+ 3 people with offers)

Target: 25

What has been happening in your schools and English Departments?

[Lit in Colour Campaign](#) by Penguin Books UK & The Runnymede Trust

"Literature is a curator of our imaginations, and schools are the caretakers of our young people's education. They are currently being denied access to the glorious, outstanding and often ground-breaking narratives coming out of Britain's Black and Asian communities"

Bernardine Evaristo, author and Booker Prize winner

[The \(incomplete\) Lit in Colour Book List KS3-5 \(TES\)](#)

Recent TES & NATE Webinar: "Diversity in English"

Article in NATE's *Teaching English* publication (Issue 27 Autumn 2021) "Race in the English Classroom"



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Item 9 : A.O.B.

