

# English PGCE Mentors:

## March 2021 Meeting

[catherine.shawyer@york.ac.uk](mailto:catherine.shawyer@york.ac.uk)  
[nicola.towle@york.ac.uk](mailto:nicola.towle@york.ac.uk)

# Welcome, apologies & introductions

## **English Teaching Experience:**

- No live online teaching – 12 live online teaching lessons per week; 1 – 2 lessons in the entire placement
- Planning & resourcing asynchronous learning: Narrated PowerPoints – Paper based resource packs
- Combinations of live online teaching & asynchronous learning
- Verbal Feedback: None - Lots
- Marking: None – Lots
- Assessment: None – Some
- Peer Assessment – None - Barely Any
- Self Assessment – Some
- Key Stage 3 – Yes, Key Stage 4 – Not always, Key Stage 5 – a small few

## **Other Teaching Experience**

- Some trainees have gone into school physically & supported vulnerable & key worker children
- Some trainees have had opportunities to teach other subjects online: Politics; Sociology

**Pastoral Experience:** Nothing since December – asynchronous weekly online well-being activities for form group – live daily tutor time

**Enrichment & wider school opportunities:** None/very little

**Working with Parents & Carers:** Nothing - Virtual Parents' Evenings - emails/phone-calls home (+/-)

**Working with TAs** – None/very little

**IT Experience** – Microsoft Teams; Narrated PowerPoints; Google Classroom; Google Forms; Google Docs; Google Meet; Padlet

**CPD** – Focused almost entirely around the technology to support online teaching, some input for some on online pedagogy itself

## Key Dates

March	15	CA Ass 3 intro	Induction Visit 1 P2	WSI Prof Enr intro	Induction Visit 2 P2	CA Ass 3 Intro
	22	School Placement 2 (7 weeks) commences Week 1				
<b>Easter</b> NYCC YCC	29	EASTER – NYCC/ YCC Schools (until 12.04) Week 2 – Leeds Schools Assignment 2 Results Published: 29/3/21				
<b>Apr</b> <b>Easter</b> ALL	05	EASTER – NYCC/ YCC (until 12.04) / LEEDS Schools (until 19.04) Deadline for Ass 3 ethics forms: 09.04.21				
<b>Apr</b> <b>Easter</b> LEED S	12	EASTER - Leeds Schools (until 19.04) School Placement 2 continues – Week 2 NYCC/ YCC schools				
	19	School Placement 2 Week 3				
	26	School Placement 2 Week 4				
<b>May</b>	3	BH	School Placement Week 5 (External Examiner visits)			
	10	School Placement 2 Week 6 (Chief External Examiner Visits)				
	17	School Placement 2 – Final week Rev 3 due 19.05.21				

## Expectations

### **Induction: 2 days of induction - 16th and 18th March 2021 (where possible)**

- Introduction to Department colleagues & other key people
- Introduction to key School & Dept policies & procedures: safeguarding including e-safety; behaviour for learning system; IT access; procedures for staff absence

### **Timetable**

- 40-50% of a teacher's timetable, solo teaching, almost immediately, and certainly within a week.
- 50-60% of a teacher's timetable, solo teaching, from start of summer term onwards
- Trainees should experience a timetable commitment of 60-75% by May.  
(TA support, working with exam classes – small group interventions, working in inclusion etc)

### **Support and Training**

- Minimum of 1 weekly observation (written feedback)
- 1 hour of weekly subject mentoring
- WSI: school-based training inputs: Using Data; Equal Opportunities within School; Post 16 Issues; The role of the form tutor; pastoral care, PSHE and citizenship; Behaviour; Workload Reduction Strategies

- Weekly Mentor Meetings:
    - CPD focused rather than focused on administration
    - Development Targets rather than “Things to Do”
  - Assignment 3 (Subject Specific):
    - Small scale classroom-based research opportunity (ideally an observation focus or classroom intervention within the scope of what a teacher can alter); ethical clearance will need to be gained
- or
- Literature Review on an area of interest (no ethical clearance required)
  - Professional Enrichment (1 week in a primary school + 1 other week’s CPD opportunity)
  - Transition to NQT Document

## ITT Core Content Framework (November 2019)

- The CCF is intended to align with the Early Career Framework to establish an entitlement to a 3 or more year structured package of support for all new teachers at the start of their careers.
- The CCF specifies the **minimum** curriculum entitlement of all trainee teachers.
- The CCF should be used by ITT providers & their partnerships to plan the design and delivery of their ITT programmes.
- The CCF is not an assessment tool. Trainees will still be assessed against the Teachers' Standards.

CCF Core Area	Section(s) of CCF	Teachers' Standard(s)
Behaviour Management	Section 1: High Expectations Section 7 – Managing Behaviour	TS1 & TS7
Pedagogy	Section 2 – How Pupils Learn Section 4 - Classroom Practice Section 5 - Adaptive Teaching	TS2, TS4, TS5
Curriculum	Section 3 – Subject & Curriculum	TS3
Assessment	Section 6 - Assessment	TS6
Professional Behaviours	Section 8 - Professional Behaviours	TS8

## ITT Core Content Framework (November 2019)

- The CCF was published on 1<sup>st</sup> November 2019. It was made compulsory by the DfE from September 2020.
- Each section of the CCF is presented in two parts: “Learn that...” and “Learn how to...”

High Expectations (Standard 1 – ‘Set high expectations’)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.</li> <li>2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</li> <li>3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.</li> <li>4. Setting clear expectations can help communicate shared values that improve classroom and school culture.</li> <li>5. A culture of mutual trust and respect supports effective relationships.</li> <li>6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.</li> </ol>	<p><b>Communicate a belief in the academic potential of all pupils, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Using intentional and consistent language that promotes challenge and aspiration.</i></li> <li>• <i>Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.</i></li> <li>• <i>Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.</i></li> </ul> <p><b>Demonstrate consistently high behavioural expectations, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that</i></li> </ul>

- Learn how to ... statements are practice statements. They are based on the practice statements in the ECF, but altered to reflect the context of the initial teacher training year.



## New Ofsted Inspection Framework for ITE

- The newest version of the [Ofsted inspection framework for ITE](#) was launched in June 2020.
- Ofsted inspections of ITE using the new inspection framework are scheduled to commence from April 2021.
- The new ITE inspection framework is intended to be very similar to the recently revised school inspection framework: curriculum **intent**; **implementation** of the curriculum; **impact** of the curriculum.
- One area of focus for Ofsted will be our implementation of the CCF as a partnership.
- General questions we are expecting mentors and professional tutors to be asked should Ofsted visit us this academic year:
  - How are mentors and school colleagues involved in ITE supported by the university?
  - What has the alternative provision been like for trainees during COVID?
  - How is the Partnership implementing the CCF?
  - A question about the "purposeful integration" of university and school experience , i.e. "the connectedness of the curriculum from subject and centre-based training into placement experiences"

# Item 5 : Placement 2 Curriculum Planning

March	15	CA Ass 3 intro	Induction Visit 1 P2	WSI Prof Enr intro	Induction Visit 2 P2	CA Ass 3 Intro
	22	School Placement 2 (7 weeks) commences Week 1				
<b>Easter</b> NYCC YCC	29	EASTER – NYCC/ YCC Schools (until 12.04) Week 2 – Leeds Schools Assignment 2 Results Published: 29/3/21				
<b>Apr</b> <b>Easter</b> ALL	05	EASTER – NYCC/ YCC (until 12.04) / LEEDS Schools (until 19.04) Deadline for Ass 3 ethics forms: 09.04.21				
<b>Apr</b> <b>Easter</b> LEED S	12	EASTER - Leeds Schools (until 19.04) School Placement 2 continues – Week 2 NYCC/ YCC schools				
	19	School Placement 2 Week 3				
	26	School Placement 2 Week 4				
<b>May</b>	3	BH	School Placement Week 5 (External Examiner visits)			
	10	School Placement 2 Week 6 (Chief External Examiner Visits)				
	17	School Placement 2 – Final week Rev 3 due 19.05.21				

Weekly Mentor Meeting	
1:	
2:	
3:	
4:	
5:	
6:	
7:	

## Mentor Support

- Bulletins
- Recordings of Mentor Training Sessions
- Examples of Completed Documentation
- Ideas for general & English specific development targets
- Weekly drop in (via Zoom) mentor support

N.B. A drop-in Zoom session to address any outstanding Placement 2 questions you may have following this training is available on Friday 12th March at 3:30-4:30 pm using this [link](#).