



Department of Education

Minutes of PGCE English Mentors' Virtual Meeting Tuesday 8th February 2022

Present: Catherine Shawyer, PGCE Curriculum Area Lead for English; Erin Beaty, Barnard Castle School; Melanie Cockshutt, Brayton Academy; Phil Bond & Lee Carter, Fulford School; Katherine Oddy, Queen Ethelburga's; Holly Winter, Garforth Academy

Apologies: Nicola Towle, Associate Tutor; Jack Bream, Huntington School ; Naomi Welsh and Georgie Collins, All Saints School

1. Welcome, apologies & introductions

CS welcomed everyone to the meeting and thanked everyone for making time at the end of what has no doubt been a very busy school day. Colleagues indicated that they were happy for the meeting to be recorded and distributed to colleagues who were unable to attend.

2. September - February

- Update on Current Cohort

PowerPoint Slide 1 – CSh gave an update on the current English PGCE cohort & asked mentors to be mindful of the impact of no Government training bursary for English trainees this year. English trainees have the same outgoings as other trainees but not necessarily the means to meet these demands. Some trainees are also trying to work (either unsocial hours in pubs & restaurants or working weekends in shops or doing tutoring) as well as trying to meet all of the expectations of the PGCE and this is starting to take its toll as expectations of teaching hours increase for trainees. With high rents and increasing costs of food and transport, some trainees are really

anxious about finances and experiencing financial hardship. CSh explained that the PGCE course does have some money from the University to support trainees, although not as much as in previous years. CSh asked mentors to signpost PGCE hardship funding to trainees if this seems appropriate at any point on placement or to let CSh know if a trainee appears to be struggling so that she can have a sensitive and supportive conversation with the trainee concerned.

CSh reminded mentors that as long as they have a PebblePad account and their new trainee has shared their portfolio with them they have access to everything they need to get a good sense of their trainee's progress so far. Particularly useful documents to look at would be Review 2 and the University Tutor Visit documentation (lesson observation and report), both of which can be found under the "Placement 1" tab. CSh asked any new mentors who did not have a Pebblepad account to get in touch with her by email so that an account could be created for them.

- Sharing Mentoring Practice – Tips & New Ideas & Reflections on Progress with CCF Implementation in School

CSH invited mentors to share any recent new training ideas they had tried with trainees this year, feedback any mentoring tips and/or to reflect on how they had found implementing the CCF in school.

There were no contributions so this is something we will return to in the Summer mentor meeting as we do need to reflect on what working with the CCF practically in schools has taught us about training trainees.

- Reflections on Reviews 1 & 2

Only one mentor present, PB, was able to reflect on his experience of completing Review 2 compared with Review 1. He reported that Review 2 was a much more streamlined and straightforward process so it would seem that the rapid revisions the PGCE Tutor Team made to Review 2 in the light of mentor feedback on Review 1 were valuable.

CSh sought mentors' views on ideas the PGCE Team had had to improve the reviews further in future years so that they were as useful and streamlined as possible while still meeting all formative assessment requirements. MC, EB, & LC indicated a preference for a trainee led review

with trainee and mentor comments on each CCF more integrated (Slide 4). HW indicated that she liked the review format as it is; she prefers the opportunity to comment on each CCF area rather than the tick box approach suggested in the second example (Slide 5).

3. Placement 2 Overview

- Key Dates, Teaching Expectations & Training Entitlements

Referring to Slides 6 & 7 CSh emphasised the teaching and contact hours requirements for each of the three phases (Induction, Development & Extension) of Placement 2. She emphasised the need for trainees to move swiftly to teaching a 50% teaching timetable after a maximum of 2 days and 2 weeks of induction, but also mentioned how important it was for trainees to observe all classes at least a couple of times before actually beginning to teach them.

CSh also emphasised how important it was that trainees came to mentor meetings prepared for the meeting. Increasingly trainees need to take responsibility for their own CPD.

CSh picked up the point on Slide 8 that trainees need to receive lesson observation feedback at least once per week throughout Placement 2 and ideally on the official observation form as this has been designed to help trainees to evidence their progress towards achieving a QTS recommendation.

A weekly one hour mentor session is part of a trainee's trainee entitlement and part of each hour should have a training element to it, particularly linked to CCF3 and CCF8 at this stage of the training.

CSh also asked Placement 2 mentors to have a conversation with their trainee about when it would be appropriate for them to take over from the trainee's previous mentor in Placement 1 acting as a referee for teaching jobs.

- Assignment 3

Focusing on Slides 9 – 11 CSh asked mentors to support trainees with their Assignment 3 work. Assignment 3 is focused on the trainees' needs, interests and emerging strengths as an English specialist and Assignment 3 will gain even more importance in trainees' eyes if mentors and host Departments show an interest in it. Maybe the trainee could report on the

academic reading they have done for the assignment at a Department meeting and/or maybe mentors and other colleagues may like to read the trainee's finished assignment.

- CPD (Transition to ECT) Document.

Slide 12 - CS asked mentors to be aware of this document. Trainees may ask for their guidance as they complete a draft towards the end of Placement 2. Again if mentors show an interest in this task/document it will become more meaningful in trainees' eyes.

4. Professional Enrichment

CSh emphasised how hosting one or more trainees for one or more weeks during Professional Enrichment ((6th-17th June) could bring enormous benefits to an English Department (as well as to a trainee). Trainees could write new schemes of learning, create resources, run interventions, set up extra- curricular opportunities etc). For Professional Enrichment trainees are not required to teach classes). CSh asked mentors to send her details of any possible projects (see examples of past projects on Slide 13) in the next few weeks and she will collate them and advertise them to trainees.

5. Ofsted Update

Using Slides 14`-17 and focusing on key extracts from the current ITE Inspection Framework CSh talked through various implications for mentors should our Partnership be visited by OFSTED in the next few weeks. Our last inspection was 2013 so we are well overdue for a visit.

CSh explained how the ITT inspection framework mirrored the schools' inspection framework in terms of investigating our training curriculum's intention, implementation and its impact on trainees. Slide 16 shows why we have had to start redesigning our placement reviews to reduce the emphasis on the Teachers' Standards and refocus our assessment more formatively on the Core Content Framework.

On Slides 17 and 18 CSh shared a visual representation of our curriculum model showing how as a Partnership we focus on different elements of the CCF at different stages of the ITT year; how this ties into trainees' assignments and how we move from an initial focus on the basics of

classroom and behaviour management, high expectations and lesson planning, through to development of their early teaching and finally to an enrichment phase of their training where they can refine subject specialist aspects of their teaching and prepare for the ECT phase of their career.

CSh is currently working on a document showing our English specific curriculum model which she will share with mentors once it is complete.

6. ITT Updates

Referring to Slide 19 CSh gave a brief update on national developments in ITT. She thanked anyone who may have spent time during their Summer break last year responding to the Government's Market Review of ITT. As a result of the consultation, CSh explained that some ideas had disappeared from the original proposals, some ideas had been refined and some ideas had remained.

One idea which had remained was that all ITT providers would need to be reaccredited in order to continue offering ITT for first teaching in 2024. CSh explained that our course director, Dr Claire Ball-Smith has just spent the past five weeks working solidly on the first stage of the reaccreditation process and successfully submitted our bid last Friday. We now await the results. If unsuccessful we can resubmit. If successful there is an even more detailed amount of work to do for Stage 2 of the process.

CSh explained that as part of the requirements for Stage 2 of the reaccreditation process we need to begin compiling a database of mentor and professional tutor expertise. Along with these Minutes, CSh will send a pro-forma to mentors and asks that they complete it and return it to her over the next few weeks.

7. Recruitment Update

CSh explained that recruitment to ITT courses nationally to all subjects for next year was very slow with our York course being no exception. The lack of training bursaries again for English (and History) will continue to have an adverse impact. The up to date figures for English recruitment for next year are on Slide 20. Compared to the other PGCE courses at York, English is recruiting most strongly, however with only 13 people having accepted offers so far we are well short of our target of 25. A lot of work is going on interviewing applicants but roughly 4

people are interviewed for every person who accepts an offer and applications are not coming through at the rate and volume they once did.

8. Decolonising the Curriculum

CSh asked colleagues if they would share any work that was going on in their English Departments around decolonising and diversifying the curriculum. Mentors indicated that this was indeed an area of interest at the moment. LC from Fulford mentioned that they were looking for a new text for Year 7. MC mentioned *The Bone Sparrow* was a text they were using with their Year 7 pupils and finding very thought-provoking. LC mentioned that some of Fulford's Year 9 pupils were going to see a performance of *The Bone Sparrow* in the near future. EB mentioned that their school had received a set of books via the Penguin Books' Lit in Colour initiative and that they had made these available to pupils in English classrooms for individual reading. HW mentioned that colleagues at her school had limited opportunity to diversify the curriculum because of resources being centrally defined through their academy chain.

CSh mentioned the Lit in Colour website (link available on Slide 21), a recent article in NATE's Teaching English magazine on "Race in the English Classroom" which she would send to colleagues along with the Minutes from this meeting and a link to a recording of a TES/NATE webinar she had recently attended on "Diversity in English". CSh also mentioned the "Incomplete Lit in Colour Book List KS3-5" produced by TES (link on Slide 21) and mentioned an idea she was developing to get trainees involved in reading and reviewing some of these texts for English Departments and/or pupils. We will return to this issue in our Summer mentor meeting.

9. A.O.B.

CSh mentioned that the date of the next PGCE English Mentors' Meeting was 30th June and was currently scheduled as a face to face event in the afternoon. Hopefully by this time schools will have more capacity to release mentors so that we can finally have an in person meeting again and a chance for colleagues to network more easily and informally.

CSh thanked everyone profusely for the work mentors have done with trainees in Placement 1 and thanked mentors in advance for the work they will do with trainees in Placement 2. CSh asked mentors to convey her thanks and

appreciation to colleagues in English Department and form tutor teams who had/would work with trainees over this ITT year.

The meeting closed at 4.50pm.

Minutes: Catherine Shawyer, 9th February 2022