Week commencing 16/11/20

PT/Mentor Bulletin

KEY DATES

Placement One, Block One:
Tuesday 3rd November until Friday 11th December.
Please note we are awaiting confirmation of a possible earlier Xmas finish for trainees from both the DfE and UoY. Trainees and PTs will be notified of this asap.

November monitoring visits from 16th November onwards.

Review One due for completion on PebblePad for 11th December.

Placement One, Block Two Starts Monday 11th January

NOVEMBER MONITORING VIRTUAL VISITS

This third week of placement sees the start of the November monitoring visits. Traditionally these would involve a physical visit to the school, but due to Covid19 restrictions, and staff being asked not to undertake unnecessary travel by the University, we, unfortunately, cannot visit schools. Instead, we will arrange a virtual Zoom/Google meeting with Professional Tutors and another separate virtual meeting with trainees. PTs will receive an email to arrange these meetings, offering a selection of dates and times.

The PT and PGCE staff member meeting should only take 30 minutes, and we do not expect that individual subject mentors would need to be available. If there are issues with a trainee or if a mentor would like to take part, we would, of course, accommodate this. The trainee/s and PGCE staff member virtual meeting will also take around 30 minutes. If trainees have a prior classroom commitment, they should prioritise that, and the PGCE staff member will email the trainee unavailable to check in with them.

Where trainees or PTs have experienced disruption to placement through self-isolation or had a later placement start, we shall delay the virtual visit where possible to allow for a more meaningful discussion.

REMINDER

A reminder that all bulletins, alongside the mentor handbook, Placement One training video, drop-in session times/Zoom links and key dates/contacts can be found on our PGCE UoY website mentors page here: https://www.york.ac.uk/education/pgce/mentors/
You can also email the SPF's on: education-spf@york.ac.uk
Theme: Starting to teach

Here are some brief reminders of the activities that should be taking place on placement now the Trainees have begun to teach.

LESSON EXPECTATIONS

- From this week the Trainee will have started to teach. Trainees will need to focus on at least **TWO** classes, the aim being to teach these classes over a continuous period, in collaboration with the class teacher, and perhaps in tandem with a paired trainee, gradually increasing responsibility to teach at least 8 solo lessons during Placement 1 Block 1 (with a maximum of 12). Trainees should be planning and preparing lessons for these classes, and being involved in day-to-day assessment of pupils, marking work, and providing pupils with feedback. There should be a mix of KS3 and 4 teaching, in 11-18 schools this may include involvement with with a Y12/Y13 group.

- The Host teacher / Mentor should be in lessons at all times and ensure trainees are deployed to maximise pupil progress wherever possible, they should not be simply observing a class/teacher but taking a proactive approach to assisting.

LESSON PLANS

- The Trainee will be using a UoY lesson plan template and evaluating lessons or parts of lessons as they see fit. It is not a requirement for the mentor/host teacher to see these. The Trainee will submit **ONE** lesson plan, resources and evaluation per week onto PebblePad. Use the trainee’s PebblePad eportfolio as a basis for checking and monitoring progress against the Teachers’ Standards.

FORMAL OBSERVATION

- **ONE** formal observation will take place each week on UoY proforma. This does not have to be completed by the mentor and can be the Host Teacher. If possible, a balance of KS3 and KS4 lessons should be used.

- In advance of the lesson an observation focus should be agreed.

- Every formal observation should involve feedback, a discussion of the observation focus and future targets discussed and agreed.

OTHER ACTIVITIES

- PTs should ensure an appropriate programme for each trainee is taking place, incorporating observation, subject teaching, pastoral experience and continuing the WSI programme.
WORKING SPACE

We understand that free space in some schools is limited at present and wanted to highlight that if discussed with the trainee and directed by the PT, it is acceptable for trainees to work from home during any blocks of non-teaching time. This time would be used for lesson planning/resource preparation. We would not expect a trainee to have to travel back to the school later in the day if this was the case. If agreed it is important that the trainee is aware this is subject to change should they be required.

LAUNCH OF OUR NEW MA IN EDUCATIONAL PRACTICE (120 CREDITS) 2021

We would like to bring to your attention an innovative MA programme we have been developing with the professional development of teachers, especially recently qualified teachers, in mind. Aimed at busy practising teachers, with a minimum of one year’s teaching experience and 60 credits at Masters Level achieved through a PGCE, the course will enable teachers to engage critically with evidence; reflect upon their own developing practice and focus on aspects of education that are important to their current role. In addition they will develop skills and criticality to lead their own development and that of colleagues.

Our MA in Educational Practice is a blended programme, taught via the Virtual Learning Environment, Saturday workshops and with one-to-one, bespoke support from a personal supervisor. The course is taught over two years, with 60 credits achieved in Year 1 through engagement with three 20 credit modules: Leading Learning, Research Practitioner and Working Meaningfully with Educational Research.

The second year enables participants to complete a 60 credit Independent Professional Study which is individually tailored to that teacher’s developing professional practice and particular school setting.

Our first cohort of students will begin studying for their MA in Educational Practice in September 2021. We have designed this MA programme very much in the tradition of the York PGCE where education research/evidence and classroom practice are absolutely entwined.

To explore this brand-new programme in more depth, please go to: https://www.york.ac.uk/study/postgraduate-taught/courses/ma-educational-practice/

As we are particularly keen that the MA in Educational Practice addresses the professional development needs of individual teachers, we would welcome an opportunity to discuss the course with each colleague personally, so please do not hesitate to get in touch.

Paula Mountford: paula.mountford@york.ac.uk