





**University of Manchester, Manchester Institute of Education**

**Professional Mentor’s Handbook 2023-24**

***“Make a Lasting Impression”***

***“Empowering future generations”***

***Professional/Subject Mentor Resource site:***

[**www.seed.manchester.ac.uk/mentors**](http://www.seed.manchester.ac.uk/mentors)

**(no username or password required)**

### 1. University Staff Contact Details

* If you would like to contact the university about any matter, please use the contact numbers/email addresses below.
* If you are contacting us regarding the progress of a particular trainee teacher, please contact the subject leader and/or subject tutor in the first instance. The contact numbers for all subject leaders are shown below.
* If you are contacting us regarding the Placement/availability of Placements or matters relating to the work of the Professional Mentors, please contact Peter Marks on 07703 713 009.
* For serious breaches of professional conduct, you may contact either the subject tutor or Programme Director, Andy Howes.

For all enquiries and, where you are unable to directly contact the individuals named below, please ring the PGCE Office.

**Contact Details – Programme Management & Administrative Team**

|  |  |
| --- | --- |
| **Programme Management** | |
| Andrew Howes Head of ITE | [andrew.j.howes@](mailto:andrew.j.howes@manchester.ac.uk) |
| Catriona Fraser, ITET Services Support Manager | [catriona.fraser@](mailto:catriona.fraser@manchester.ac.uk) |
| Rosa Archer -Head of Secondary | Rosa.archer@ |
| **School Liaison Team** | |
| Peter Marks, Team Leader | [peter.marks@](mailto:peter.marks@manchester.ac.uk) |
| Keith Parry | [keith.parry@](mailto:keith.parry@manchester.ac.uk) |
| Mike Fitzpatrick | [michael.fitzpatrick@](mailto:michael.fitzpatrick@manchester.ac.uk) |
| Martine Fleming | [martine.fleming@](mailto:martine.fleming@) |
|  |  |
|  | |
| **Administrative Team** | |
| ITET Partnership Team | [teachereducation@](mailto:teachereducation@manchester.ac.uk) |

**Contact Details – Subject Teams**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Rm** | **@manchester.ac.uk** | |
| **Business & Economics** | | | |
| Bob Hindle (Subject Leader) Business & Economics | A2.7 | [robert.hindle@](mailto:robert.hindle@manchester.ac.uk) | |
| Giles Bennett, Business & Economics (EPS) |  | [giles.bennett-2@](mailto:giles.bennett-2@manchester.ac.uk) | |
| **English** | | | |
| Hannah Strickland, English (Subject Leader) | C3.24 | [hannah.strickland@](mailto:hannah.strickland@manchester.ac.uk) | |
| Carmel Kellett, English | C3.24 | [carmel.kellett@](mailto:carmel.kellett@manchester.ac.uk) | |
|  | C3.25 |  | |
| Anna Warburg, English | C3.25 | [anna.warburg@](mailto:anna.warburg@) | |
| **Humanities** | | | |
| Narinder Mann (Subject Leader), Geography | C3.2 | [narinder.mann@](mailto:narinder.mann@manchester.ac.uk) | |
| Tom Donnai (Subject Leader), History | B3.15 | [thomas.donnai@](mailto:thomas.donnai@) | |
| **Mathematics** | | | |
| Rosa Archer Maths | C2.17 | [sian.morgan@](mailto:sian.morgan@manchester.ac.uk) | |
| Sian Morgan (Subject Leader), Maths | B4.5 | [rosa.archer@](mailto:rosa.archer@manchester.ac.uk) | |
| David Swanson, Maths | C2.17 | [david.swanson@](mailto:david.swanson@manchester.ac.uk) | |
| Mark Williams, Maths | C2.17 | [mark.williams-6@](mailto:mark.williams-6@manchester.ac.uk) | |
| **Modern Languages** |  |  |  |
| Joanne Taberner (Subject Leader), ML | C3.17 | [joanne.taberner@](mailto:joanne.taberner@manchester.ac.uk) | |
| Karen Roberts, ML | C3.10 | [karen.roberts-2@](mailto:karen.roberts-2@manchester.ac.uk) | |
| Andy Rose, ML | C3.17 | [andrew.rose@](mailto:andrew.rose@manchester.ac.uk) | |
| **Science** | | | |
| Rob Buck (Subject Leader), Science | C2.17 | [robert.buck@](mailto:robert.buck@) | |
| Zahra Alijah, Science | B4.12 | zahra.alijah@ | |
| Andy Howes, (Head of ITE), Science | C2.17 | [andrew.j.howes@](mailto:andrew.j.howes@manchester.ac.uk) | |
| Naina Kotecha, Science associate tutor (EPS, WAPP) | CG.54 | naina.kotecha@ | |
| Gerry Peat, Science associate tutor | CG.54 | [peatg@hotmail.co.uk](mailto:peatg@hotmail.co.uk) | |
| Mark Williams, Science associate tutor | CG.54 | mark.williams@ | |

##### Mentor Resource Site/UoM ITE Partnership Curriculum

[Mentor Resource Site](https://www.seed.manchester.ac.uk/mentors)

**All key documents contained and referenced in this handbook (such as the Mini-Handbook written for trainees but of use to everyone in the Partnership, all the trainees’ RoAD documents including the Progress Matrix, PM review sheet etc) are available through** [**Mentor Resource Site**](https://www.seed.manchester.ac.uk/mentors)**. Control+Click on the heading to open the site. You will also find subject mentor handbooks, and indeed trainee handbooks, for each subject.**

**The UoM ITE Partnership Curriculum**

The most significant shift continuing this year is towards a stronger articulation of the UoM ITE Partnership Curriculum. The curriculum model is best represented by the curriculum map on page [108 (Section 61).](#_61._University_of)  Progression through the Curriculum is embedded in the Progress Matrix [(Section 47](#_45._Placement_1)) , which is part of the RoAD. Statements about the Curriculum in each separate subject area (History, ML, Science etc) can be found in the relevant subject handbooks.

### 2. Table of Contents

**NOTE: Ctrl + Click to go directly to the section – or use the navigation window if shown on screen.**

[1. University Staff Contact Details 1](#_Toc142746128)

[2. Table of Contents 3](#_Toc142746129)

[3. Introduction 5](#_Toc142746130)

[4. Secondary PGCE - 2023-24 Calendar 6](#_Toc142746131)

[5. Schedule of Meetings for 2023/24 7](#_Toc142746132)

[6. Secondary PGCE Assignments Deadlines 8](#_Toc142746133)

[7. Training and summary for new Professional Mentors 9](#_Toc142746134)

[8. Summary of Professional Mentor Role 10](#_Toc142746135)

[9. Useful pages from PM Handbook 12](#_Toc142746136)

[10. Good Induction Practices - suggestions 13](#_Toc142746137)

[11. Trainee’s Induction Evaluation Form 14](#_Toc142746138)

[12. Suggestions for a School ITT Handbook 15](#_Toc142746139)

[13. Generic Basic Weekly Timetable - Suggestions for PMs – Placement 1 October 2023 16](#_Toc142746140)

[13. Professional Mentor Checklist Placement 1 2023 18](#_Toc142746141)

[15. Professional Mentor Checklist Placement 2 Jan 2024 19](#_Toc142746142)

[16. Generic Basic Weekly Timetable - Suggestions for PMs – Placement 2 - Jan 2024 20](#_Toc142746143)

[17. Professional Mentor Checklist Placement 3 - April 2024 22](#_Toc142746144)

[18. School CPD Topics, Support and Delivery 23](#_Toc142746145)

[19. Main CPD topics for schools to cover where possible 24](#_Toc142746146)

[20. Sixth Forms/Colleges CPD/Professional Studies 25](#_Toc142746147)

[21. Educational and Professional Studies Timetable 2023-24 27](#_Toc142746148)

[22. Contents of CPD Materials Online 2011-23 Used And Shared By PMs 30](#_Toc142746149)

[23. University of Manchester Secondary PGCE Partnership Agreement 2022-23-4 34](#_Toc142746150)

[24. Identifying and Supporting Trainees Making Insufficient Progress/cause For Concern 35](#_Toc142746151)

[25. The Role of the School Liaison Tutors 38](#_Toc142746152)

[26. School Liaison QA and QE visits to Schools 39](#_Toc142746153)

[27. Monitoring the RoAD: Checklist for completion by Peer/Tutor/Subject Mentor/SLT 40](#_Toc142746154)

[28. Discussion Prompt Sheet 1 41](#_Toc142746155)

[29. Discussion Prompt Sheet 2 42](#_Toc142746156)

[30. Memo to Subject Mentors 44](#_Toc142746157)

[31. Subject Mentor’s Feedback Survey Re University Support 45](#_Toc142746158)

[32. Monitoring School Support QA/QE Proforma - Copy sent/left for the school/college 46](#_Toc142746159)

[33. Whole school snapshot given to school 47](#_Toc142746160)

[34. Promoting Paired Placements - Suggestions And Or Informal Cooperation 48](#_Toc142746161)

[35. Safeguarding Pack - including procedures for carrying out DBS checks etc 49](#_Toc142746162)

[36. Trainee Evaluations at the end of each placement experience 2023-2024 50](#_Toc142746163)

[37. Evaluation by Subject Mentors of the University PGCE Programme and Support 2023-24 51](#_Toc142746164)

[38. Evaluation by PMs of the University PGCE Programme and Support 2023-24 52](#_Toc142746165)

[39. Selected extracts from Flixton Girls School 53](#_Toc142746166)

[40. Prompts for Trainees when Observing Teachers or Others 56](#_Toc142746167)

[41. First Lesson Advice 58](#_Toc142746168)

[42. Subject/Professional Mentors’ mid-placement views of school input 60](#_Toc142746169)

[43. Trainees’ mid-placement views of school’s input 62](#_Toc142746170)

[44. Review Meeting with Professional Mentor 64](#_Toc142746171)

[44a. Review Meeting with Professional Mentor – Placement 2 65](#_Toc142746173)

[44b. Review Meeting with Professional Mentor – Placement 3 66](#_Toc142746174)

[45. A Revised Approach to Trainee Progression 67](#_Toc142746175)

[46. Formative questions 68](#_Toc142746176)

[47. PGCE Secondary Progress Matrix 69](#_Toc142746177)

[48. Weekly subject mentor meetings in school or college - coverage 78](#_Toc142746178)

[49. Weekly subject mentor meetings in school or college – Trainee notes 81](#_Toc142746179)

[50. Lesson observation report form 87](#_Toc142746180)

[51. PGCE Secondary Progress Reports 89](#_Toc142746181)

[52. \*QTS Standards: 95](#_Toc142746182)

[53. Extending Your Practice as a Teacher (P3) 97](#_Toc142746183)

[54. PM Pre-visit survey 2023-24 98](#_Toc142746184)

[55. PM Post-visit survey 2023-24 99](#_Toc142746185)

[56. SM Pre-visit survey 2023-24 100](#_Toc142746186)

[57. Appendix: PGCE Programme - Trainee and School Risk Assessment Process 101](#_Toc142746187)

[58. Specific Guidance in relation to COVID-19-IF NECESSARY 102](#_Toc142746188)

[59. Secondary PGCE – Risk Triggers and Actions 103](#_Toc142746189)

[60. Secondary School Risk Protocols 104](#_Toc142746190)

[61. University of Manchester ITE Partnership Curriculum Map (embedding the CCF) 105](#_Toc142746191)

[62. PGCE Secondary Curriculum Overview 106](#_Toc142746192)

[63. Early Career Framework Reforms – An overview 109](#_Toc142746193)

[64. Appendices 110](#_Toc142746194)

[65. Intensive Training and Practice (ITAP) 111](#_Toc142746195)

[66. Widening Access and Participation Project (WAPP) 112](#_Toc142746196)

### 3. Introduction

**Aims**

**The PGCE Secondary programme aims to:**

1. Support tutors and mentors across the Partnership to model effective and critically reflective practice in teaching and learning.
2. Provide a curriculum across university and placement settings, through which you can develop the knowledge, understanding and skills needed for excellence in teaching your specialist subject, and in your wider role as a teacher and educator, and leading to the award of Qualified Teacher Status and the successful completion of the PGCE qualification.
3. Support the development of your professional practice as a teacher and colleague, with particular emphasis on effective collaboration with your peers on the programme, with colleagues in school and college, and with a commitment to lifelong learning, and towards a more socially and environmentally just education system.
4. Enable you to reflect critically on your experiences and your reading of relevant literature about the practice of teaching, and to use your reflections to inform your educational practice, principles and values.
5. Encourage you to respect young people and colleagues from all social-economic and cultural backgrounds and to value and respond positively to all forms of social and cultural diversity.
6. Encourage collaborative enquiry and scholarship across the Partnership, often involving trainees and ECTs as well as tutors and mentors, so as to situate initial teacher education as part of CPD, school development, and the development of a more socially and environmentally just education system, for example in relation to decolonising the curriculum, environmental sustainability and in supporting mental health and wellbeing.

**Purpose of the Handbook**

The purpose of this handbook is to offer guidance to Professional Mentors to assist their work with mentors and trainee teachers. **Parts of the handbook, such as the Professional Mentor and mentor checklists are intended to be used as working documents on a weekly basis**. Other sections of the handbook are intended for use mainly as reference documents. If at any stage there are aspects of your work about which you are unsure, or if you would like to discuss matters relating to the progress of your trainee teachers, please do not hesitate to contact Andy Howes (Secondary PGCE Programme Director), Peter Marks (Schools Liaison Tutor) or the relevant university subject leader. Contact numbers and email addresses can be found on page 1.

We very much hope that you will find your work as Professional Mentor enjoyable and rewarding and are delighted that you have chosen to prioritise the essential task of training the next generation of teachers.

*Note*: If you are working in one of our many partnership colleges, please excuse the constant references to school. This has been done merely for the sake of brevity.

### 4. Secondary PGCE - 2023-24 Calendar

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week beginning** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **School** | **University** |
| **Reg** | 28-Aug-2023 | *Bank holiday* | *Directed study/SKE* | | *School Direct/SKE & Registration* | |  |  |
| **PSP** | 4-Sep-2023 | PSP\* or School Direct placement | | | | |  |  |
| **U1** | 11-Sep-2023 | U1 | U1 | U1 - EPS | U1 | U1 |  |  |
| **U1** | 18-Sep-2023 | U1 | U1 | U1 - EPS | U1 | U1 |  |  |
| **U1** | 25-Sep-2023 | U1 | U1 | U1 - EPS | U1 **[PSP\*]** | U1 |  |  |
| **1** | 2-Oct-2023 | **P1 Induction** |  | U1 - EPS | U1 | U1 |  |  |
| **2** | 9-Oct-2023 |  |  |  |  |  |  |  |
| **3** | 16-Oct-2023 |  |  |  |  | U1 |  |  |
|  | 23-Oct-2023 | *Half term in most schools and colleges: Directed study (2 days)* | | | | |  |  |
| **4** | 30-Oct-2023 | **[Safeguarding ISP]** |  |  |  |  |  |  |
| **5** | 6-Nov-2023 |  |  |  |  |  |  |  |
| **6** | 13-Nov-2023 |  |  |  |  | U1 |  |  |
| **7** | 20-Nov-2023 | **[SEND ISP]** |  |  |  |  |  |  |
| **8** | 27-Nov-2023 |  |  |  |  | U1 - EPS am |  |  |
| **9** | 4-Dec-2023 |  |  |  |  |  |  |  |
| **10** | 11-Dec-2023 |  |  | **P1 ends** | U2 **[RoAD]** | U2 - EPS **[PM/PR]** |  |  |
| **Total number of days in school and university to date** | | | | | | |  |  |
|  | 18-Dec-2023 | *Holiday in most schools and colleges: Directed study (3 days)* | | | | |  |  |
| 25-Dec-2023 |  |  |
| **U2** | 1-Jan-2024 |  | | | U2 | U2 |  |  |
| **U2** | 8-Jan-2024 | U2 **[LTA]** | U2 | U2 - EPS am | U2 | U2 |  |  |
| **1** | 15-Jan-2024 | **P2 Induction** |  |  |  | Inclusion Conf. |  |  |
| **2** | 22-Jan-2024 |  |  |  |  |  |  |  |
| **3** | 29-Jan-2024 |  |  |  |  |  |  |  |
| **4** | 5-Feb-2024 |  |  |  |  | U2 - EPS am |  |  |
|  | 12-Feb-2024 | *Half term in most schools and colleges: Directed study (2 days)* | | | | |  |  |
| **5** | 19-Feb-2024 |  |  |  |  |  |  |  |
| **6** | 26-Feb-2024 |  |  |  |  | U2 |  |  |
| **7** | 4-Mar-2024 |  |  |  |  |  |  |  |
| **8** | 11-Mar-2024 |  |  |  |  | **P2 ends** |  |  |
| **Total number of days in school and university to date** | | | | | | |  |  |
| **U3** | 18-Mar-2024 | U3 **[RoAD]** | U3 **[PM/PR]** | U3 | U3 | U3 |  |  |
|  | 25-Mar-2024 | **[ENQUIRY PROP]** -  *Flexible two-week holiday to align with schools/colleges holiday dates: Directed study (3 days)* | | | | |  |  |
| 1-Apr-2024 |  |  |
| **1** | 8-Apr-2024 | **P3 starts** |  |  |  |  |  |  |
| **2** | 15-Apr-2024 | **[IEP]** |  |  |  |  |  |  |
| **3** | 22-Apr-2024 |  |  |  |  |  |  |  |
| **4** | 29-Apr-2024 |  |  |  |  | U3 |  |  |
| **5** | 6-May-2024 | *Bank holiday* |  |  |  |  |  |  |
| **6** | 13-May-2024 |  |  |  |  |  |  |  |
| **7** | 20-May-2024 |  |  |  |  | **P3 ends** |  |  |
|  | 27-May-2024 | *Half term in most schools and colleges: Directed study (2 days)* | | | | |  |  |
| **U3** | 3-Jun-2024 | U3 **[ENQ]** | U3 **[RoAD, PM/PR]** | U3 | U3 | U3 EPS **[POSTER]** |  |  |
| **T** | 10-Jun-2024 | **Transition placement [PDP]** | | | | U3 |  |  |
| **PSP** | 17-Jun-2024 | \*PSP *(if not already completed)* | | | | |  |  |
| **Total number of days in school and university for the year** | | | | | | |  |  |

### 5. Schedule of Meetings for 2023/24

|  |  |  |
| --- | --- | --- |
| **Training and Development Meetings –** note online training materials at [www.seed.manchester.ac.uk/mentors](http://www.seed.manchester.ac.uk/mentors) | | |
| Weds 20st Sept | 16.00– 18.00 | Generic <https://zoom.us/j/99744288373> and Subject/PM mentor training (***new mentors***), Zoom tbc. |
| Weds 27th Sept | 16.00– 18.00 | Generic <https://zoom.us/j/99744288373> and Subject mentor update sessions (***existing mentors***), Zoom tbc. |
| Weds 10th Jan | 16.00– 18.00 | Generic <https://zoom.us/j/99744288373> and Subject mentor training (***new mentors***), Zoom tbc. PM training repeat. |
| Weds 17th Jan | 16.00– 18.00 | Generic <https://zoom.us/j/99744288373> and Subject mentor training (***existing mentors***), Zoom tbc. PM training repeat. |
| Thurs 3rd July | 15.30 - 17.00 | Training for new mentors and new professional mentors |
| **Meetings and Development Days** | | |
| Weds 6th Sept | 10.00 – 13.00 | Secondary meeting (and Examination Board) |
| Thurs 28th Sept | 12.15 – 13.00 | Student Committee (subject reps) |
| Tues 17th Oct | 10.00 – 12.30 | Secondary meeting (Subject Development Plan) |
| Weds 8th Nov | 10.00 – 12.00 | Secondary School Direct Board (brief joint primary/secondary board at start) <https://zoom.us/j/96040184925> |
| Friday 8th Dec | 10.00 –15.30 | 10.00 – 12.00 Joint core ITE meeting (with Primary), 13.00 -15.30 Secondary meeting |
| Thurs 30th Nov | 15.00 – 15.45 | Partnership Committee (review and planning), https://zoom.us/j/98938092882 |
| ***dates tbc*** | ***tbc*** | *Subjects to run curriculum development meetings with core group of mentors (already in progress with associate tutors in some)* |
| Thurs 11th Jan  Fri 19th Jan | 12.15 –13.00  09.00 –16.00 | Student Committee (subject reps)  ITT EPS Conference |
| Wed 17th Jan | 10.00 –13.00 | Secondary development meeting (including Tracking Review Board 1) |
| **Tues 30st Jan** | **10.00 –12.00** | **Secondary School Direct Board (brief joint primary/secondary board at start)** https://zoom.us/j/97236654206 |
| **Thurs 29th Feb** | **13.00 –15.30** | **Professional Mentors’ Showcase, followed by Partnership Committee** https://zoom.us/j/98938092882 |
| Wed 20th March | 12.15– 13.00 | Student Committee (subject reps) |
| Friday 12th April | 10.00 –15.30 | 10.00 – 12.00 Joint core ITE meeting (with Primary), 13.00 -15.30 Secondary meeting |
| **Wed 15th May** | **10.00 –14.30** | **Secondary School Direct Board and planning day (brief joint primary/secondary board at start) in person or** <https://zoom.us/j/97236654206> **Room** |
| Tues 6th June | 12.30 –13.15 | Student Committee (subject reps) **Room** |
| Tues 20th June | 10.00 –12.30 | Secondary meeting and Advisory Group (review and forward planning) |
| Thurs 29th June | 13.30 -15.30 | Internal Examination Board |
| Tues 4th July | 13.30 -15.30 | External Examination Board – Zoom https://zoom.us/j/91333790623 |
| **Weds 5th July** | **13.00 –15.30** | **New Mentor Training (lunch from 12.30)** |
| **Friday 7th July** | **13.30–15.00** | **Partnership Committee** <https://zoom.us/j/98938092882> |
| Mon 10th July | 10.00–12.30 | Secondary meeting (coordination for next year) |
| **Trainee Dates** |  |  |
| Mon 12th September |  | University Induction and Welcome Talk |
| Friday 16th June |  | Trainees’ last day and Leaving Assembly |

### 6. Secondary PGCE Assignments Deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Details of submission** | **Submission date (1 pm)** | **Feedback available** |
| Preliminary School Practice Pass/Fail assignment | Blackboard | Thurs 28/09/23\* | 19/10/22 |
| Declaration regarding plagiarism; media release form; Health and Safety course completion. | Blackboard / survey | Thurs 28/09/23 |  |
| Safeguarding ISP Pass/Fail assignment | Blackboard | Mon 30/10/23 | 20/11/23 |
| SEND ISP Pass/Fail assignment | Blackboard | Mon 20/11/23 | 11/12/23 |
| RoAD | To Tutor | Thurs Fri 15-16/12/22 | tutorial |
| P1 Progress Report & Progress Matrix | Blackboard | Thurs Fri 15-16/12/22 | tutorial |
| Assignment 1: Learning, Teaching and Assessment in the Curriculum (Appendix with annotated lesson plans, pass/fail element, equivalent to 1000 words) | 3000 words to Blackboard | Mon 08/01/24 | 29/01/24 |
| RoAD | To Tutor | Week beginning 20/03/24 | tutorial |
| P2 Progress Report & Progress Matrix | Blackboard | Week beginning 20/03/24 | tutorial |
| Assignment 3.1: Pupil Voice enquiry proposal including ethics statement (pass/fail) | 500 word equiv. Blackboard | Weds 20/03/24 | 05/04/24 |
| Assignment 2: Inclusive Educational Practice (with slide presentation copied into appendix - pass/fail element, equivalent to 1000 words) | 3000 words Blackboard | Mon 15/04/24 (24/04 if late Easter) | 07/05/24 |
| Assignment 3.2: Developing Practitioner Enquiry - Pupil Voice | 3000 words Blackboard | Mon 03/06/24 | 21/06/24 |
| Assignment 3.3: Developing Practitioner Enquiry - Poster for Pupil Voice conference (photo in doc). | 500 words equivalent | Fri 03/06/24 | 19/06/24 |
| RoAD | To Tutor | Week beginning 05/06/24 | tutorial |
| P3 Progress Report & Progress Matrix inc. extended practice report. | Blackboard | Week beginning 05/06/24 | tutorial |
| Assignment 3.3: Pupil voice research conference poster | 500 word equiv. Blackboard | Fri 09/06/24 | 21/06/24 |
| PDP - Transition placement | Blackboard | Thurs 13/06/24 | 24/06/24 |

**Yellow shading** indicates Masters level assignments.  
\*Or within two weeks of completion of the PSP placement, if this is not possible in w/b 6th Sept.

### 7. Training and summary for new Professional Mentors

**Don’t be put off by the size of the Professional Mentors’ Handbook-most is there as reference book for you just to dip into if you need more detail on any topic or aspect –see below.**

**This year as last year the University will be flexible and responsive to take into account of, and work round, whatever circumstances individual schools find themselves in we expect our trainees to continue to be considered and treated as a full member of staff of the school – as they will remain attached to the school to continue to develop their role as a teacher through whatever educational activities are planned and implemented.**

We will respect schools’ expertise and decisions and priorities to vary their input and support as they decide best. Trainees can be deployed and used in a wide variety of ways and hopefully will be an asset to the school. Subject tutors and mentors will work with trainees to help them to recognise their placement experiences as opportunities to progress in relation to the UoM ITE Curriculum.

- examples of ways trainees can be used

* developing materials for department Schemes of Work or CPD topics–
* planning for remote online teaching and learning activities –
* focusing on small groups (catch up? vulnerable? SEND? G+T?)–
* shared teaching- or acting as a TA –
* developing short podcasts or videos
* planning and resourcing high quality lessons for future use
* deepening their own subject knowledge, pedagogy and exam criteria
* as well as building to full class teaching as and when appropriate (10-12 hours per week in P2)

**SUMMARY OF THE PROFESSIONAL MENTOR ROLE –**

**WHAT? WHEN? HOW?**

Much of PM’s role is similar for any university - here is a summary of our main priorities and suggestions. As you are the expert re. your school, we are happy for you to do things your way. Refer to separate sections below for more detailed suggested programmes dates and activities for you to dip into if required.

### 8. Summary of Professional Mentor Role

**NOTE: Section references shown below are hyperlinked to the appropriate page(s) in this PM handbook for your convenience.**

1. To select / encourage enthusiastic, empathetic, flexible good teachers who are keen to help trainees – they just need to want to help

2. To provide a good introduction to school and timely induction activities for the trainees- *See Induction suggestions and evaluation sheet – eg tour-safeguarding-policies-observing expectations- managing behaviour* [*Section 10*](#_10._Good_Induction)

3. Facilitate and oversee trainees’ proposed timetables – time for planning, observing, subject teaching (build to 8-hours P1 -12 hours P2 -14 hours P3) plus wider school involvements where possible e.g. SEN, EAL, TA, PHSE, SRE as a form tutor, parents evenings, extra-curricular activities, observing teaching etc. [Section 13](#_13._Generic_Basic)

4. Organise a good/timely/frequent CPD programme - S*ee CPD suggestions sheet* – Start in first week - three or more sessions very early on and weekly at least weekly thereafter -suggestions / proposals, but also school specific choices as well [Sections 18 and 19](#_18._School_CPD)

5. Converse with trainees regularly at CPD sessions and /or least informally about the programme and their progress – offer your availability-open door?

6. Facilitate and encourage wider involvement in the school e.g. extra curricula-parents eves - open eves-sports support-clubs – staff duties etc.

7. Do a joint lesson observation, discuss and model feedback with mentor [(See Lesson Observation Form) Section 50](#_50._Lesson_observation) (you to moderate with each dept. to develop a school standard) - do early with new mentors and extra if trainee struggling. University tutors will want to do joint observations and feedback with subject mentors

8. Look at trainee’s ROAD (Record of Achievement and Development) - trainees mainly responsible for this. Occasionally quickly superficially monitor mentors’ and trainees’ input to see entries being made e.g. weekly lesson observations - weekly meetings - grading matrix etc. are actually happening – nothing too deep from you – see last terms entries so far

9. Annually, meet in school or via ZOOM with School Liaison Tutor to share, discuss, each other’s programmes – i.e. University input and support – school input and support – see role of Liaison Tutor [SECTIONS 25-31](#_25._School_Liaison)  which is to support you as PM

10. Monitor trainees’ and mentors’ feedback comments on identical [MID PLACEMENT REVIEW (Section 43](#_41._Trainees’_mid-placement)  to give you an overview and check for any important gaps to be covered in last 2 weeks.

11. Do a ‘PM Review’ a 15 minute overview with each of the trainees to advise any future actions and targets with two weeks left – look at a few lesson observations, some planning , the ROAD and their progress as identified by SMs [Section 44](#_44._Review_Meeting)

12. Add own comments to end of PLACEMENT Summative/Progress Report [Section 51](#_51._PGCE_Secondary) showing trainees’ wider professionalism and involvements in wider school life. Eg Professionalism –wider school areas eg SEN? Extra-curricular. The mentors report on the subject aspects and progress

13. Help and advise trainee if you and subject mentor feel trainee is unsuitable or seriously struggling - set and advise re a few targets/actions but inform University if little or no improvement - subject tutor will come in to liaise and discuss joint further action with you – [Section 24](#_24._Identifying_and)

14. [The Mentor Resources Site](https://www.seed.manchester.ac.uk/mentors) contains key Partnership documents, and lots of materials from a variety of schools and PMs or 150 contributions so far over the years. We look forward to adding some of your materials to the list.

15. The University of Manchester ITE Partnership Curriculum Map (embedding the CCF) – A guide to how the Core Content Framework (CCF) is embedded in the UoM ITE Curriculum – [Section 61](#_57._University_of)

**Some other current years’ documents identified below are in the 2023-24 PM’s Handbook to give more details on some sections above as needed by PMs**

### 9. Useful pages from PM Handbook

1. Contents pages –[Section 2](#_2._Table_of) – all sections are hyperlinked via control and click
2. Calendar [Section 4](#_4._Secondary_PGCE)
3. Good Induction practices – [Section 10](#_9._Good_Induction)- some can, of course, be delivered via Zoom
4. Dated weekly timetable suggestions placement 1- [Section 13](#_12._Generic_Basic)
5. PM’s dated checklist placement 1 –- [SECTION 14](#_14._Professional_Mentor)
6. CPD programme suggestions – [Sections 18](#_17._School_CPD_1) and [19](#_18._CPD_Topics)
7. Lesson Observation pro-forma – [Section 50](#_50._Lesson_observation)
8. The Progress Matrix – [Section 4](#_45._Placement_1)7 mainly supported by Subject Mentor
9. PM Review Sheet and Summative comments [Section 44](#_42._Review_Meeting)
10. Contents of “Swap Shop” from other PMs – [Section 22](#_22._Contents_of)
11. The UoM ITE Curriculum embedding the CCF – [Section 61](#_57._University_of)

**Various documents shared from other schools in PM Handbook from previous years** [Section 39](#_39._Selected_extracts) and [Section 22](#_21._Contents_of) These cover topics such as

* Whole school induction programme - departmental induction
* Checklist and prompts for trainees to use when observing teachers
* Expectations of trainees
* Role of Subject mentor

**NB** **The role of the School Liaison Team, will be to support you, learn from you and share good practice between schools as new routines are introduced and implemented.**

### 10. Good Induction Practices - suggestions

**A good induction will typically include the following, much of which can be done online in advance of the trainees’ arrival – in conjunction with trainees from other universities:**

1. **Welcome and introduction to the school – context, background, ethos, standards, expectations etc.**

**2 Tour of school – layout, hotspots, staff facilities, ICT, reprographics etc.**

**3 Plan for variety of activities for trainees:**  
 learners shadowing/tracking observing a range of teaching staff

introduction to department pastoral and extra curricula involvement

be given department handbook

**4 Know and understand the roles of colleagues with specific responsibilities including responsibility for learners with special educational needs and disabilities, EAL – pastoral – TA s.**

**5 Explain and discuss with trainees selected key documentation on school rules and expectations such as:**

**b) timings and procedures throughout the day**

**c) Safeguarding - health and safety responsibilities**

**d) expectations regarding pupils such as: behaviour, dress, entry to class**

**e) General administrative – handbook:**

**6 Provision of important school policy documents**

i child protection/safeguarding v rewards and sanctions

ii equal opportunities/race/gender/inclusion vi health and safety

iii homework vii school behaviour/discipline

iv role of form/pastoral tutor viii school marking and assessment

**7 Expectations of trainees outside normal subject teaching responsibilities:**

**Trainees should attend:**

a) CPD Professional meetings departmental meetings

b) parents’ evenings or similar – own class and other open days etc (may need to return at a year groups later date!)

sports, clubs, music, drama, library, lunchtimes involvement in extra curricular

**8 Professional Mentor’s end of induction checklist:**

**a) Check: trainees’ draft timetable for hours and** ability range (KS3/KS4/KS5)

teaching groups - range solo teaching hours

supporting, team teaching? full classes/groups

preparation and marking time SEN involvement

ICT involvement EAL where possible

TA involvement

b) slots for CPD Professional Studies meetings Weekly Subject Mentor meetings

c) trainees’ ongoing observations of teaching own subject – other departments

### 11. Trainee’s Induction Evaluation Form

The purpose of this form is to help you to reflect upon the **early stages** of each placement and to help you, your subject mentor and your tutor to plan for your school-based training. Please complete this form between 5 and 10 days into your placement. Keep this in your RoAD and email a copy to your tutor as advised.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trainee:** | | **Subject:** | | |
|  | **P1** | **P2** | | **P3** |
| **School** |  |  |  | |
| **Subject Mentor** |  |  |  | |
| Three positive features of your induction: |  |  |  | |
| Any concerns: |  |  |  | |
| *Three* ***distinctive*** contextual features of this placement – *eg. social class, SEN, attainment, size and type of school.* |  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Please indicate** which of the following have been addressed, whether by subject mentors, professional mentors or class teachers as part of your induction. **D=Done; P=Partially Covered; N=Not Yet Covered** | | | |
|  | **P1** | **P2** | **P3** |
| 1. Welcome and introduction to school (e.g. tour, staff roles) | D P N | D P N | D P N |
| 1. Discussed school policy and practice in key areas including (for example) rewards and sanctions/ behaviour management | D P N | D P N | D P N |
| 1. Discussed school policy and practice in safeguarding including bullying / online | D P N | D P N | D P N |
| 1. Time fixed for a one-hour weekly meeting with your subject mentor | D P N | D P N | D P N |
| 1. Provided a timetable of teaching and teaching-related activities, including small group work. | D P N | D P N | D P N |
| 1. Provided class lists / photos to enable you to learn pupils’/students’ names (take care with such data) | D P N | D P N | D P N |
| 1. Provided textbooks and/or other learning resources for classes that you will be teaching | D P N | D P N | D P N |
| 1. Introduction to departmental/school assessment policies and mark schemes | D P N | D P N | D P N |
| 1. Planned observation of the classes you will be working with | D P N | D P N | D P N |
| 1. Provided pupil data on progress, and identifying particular learning needs, e.g. specific learning difficulties, EAL, talented and gifted. | D P N | D P N | D P N |
| 1. Planned for access to reprographics, IT facilities and other services | D P N | D P N | D P N |
| 1. Introduction to health and safety matters as appropriate to your specialist subject | D P N | D P N | D P N |

### 12. Suggestions for a School ITT Handbook

**Suggested Contents** – based on good practice in existing handbooks. These are **mostly a collection of** **existing documents** from staff handbooks with only a few documents (\*) needing to be specially written or simplified.

1. **Introduction, e.g.:**

· welcome letter\*/map/school aims and ethos

· background information on school

· professional expectations of all staff

**2 Initial Teacher Training\*, e.g.:**

· expectations of trainees/code of conduct

· appearance/timekeeping and absence

· trainee checklist/lesson observation/mentoring

· Professional Studies

· preview evaluation form (see swap-shop for examples from other schools).

**3 Day to Day and School Procedures, e.g.:**

· the school day/timetable blank/calendar

· staff lists – teachers and support

· contact telephone numbers/communications

· school organisation charts

· staff room information/work areas and facilities/reprographics

**4 Pupil Welfare and Development, e.g.:**

· tutor groups and bases/assembly

· role of the form tutor/registration

· PSHE and citizenship arrangements

· SEN and EAL support/gifted and talented

· child protection

**5 Pupil behaviour management, e.g.:**

· expectations of pupils

· guidelines on classroom management

· rewards and sanctions/referral procedures

· detentions/school uniform issues

**6 Professional Development, e.g.:**

· meetings and expectations of trainees

· departmental meetings/staff meetings

· extra-curricular opportunities\*/staff INSET

· other professional development opportunities

· school Professional Studies programme for ECTs/ITT trainees\*

**7 Policies, e.g.:**

· key policies and/or how to access them – school website? /staff handbook?

· child protection/health and safety/anti bullying

· equal opportunities/inclusion/SEN

· rewards and sanctions/homework

· assessment, including AFL-marking-risk assessment

·

### 13. Generic Basic Weekly Timetable - Suggestions for PMs – Placement 1 October 2023

**Individual University Departments may have more detailed/demanding requirements for their own trainees but this should give PMs a guide that covers all departments.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Time Guidance** | **Professional Mentor Input and Involvement** | | **Subject Mentor and Departmental Involvement** | **School CPD Topics/Suggestions** | **Other School Involvements** | **Lessons for the Trainee to plan and teach (hours)** | **Observing Good Teaching**  **(hours)** |
| **Week 1 Oct 2d and 3rd**  **Two days only**  **Whole school and department**  **INDUCTION**  **Can delay some input until next week if desired** | Mainly Introduction and Induction  background, ethos, , organisation, tour of school, shadowing pupils, observing lessons  Looking at school policies.  Expectations and entitlements.  Give Trainees ITT School Handbook | | Mainly departmental induction and introduction t**o** some departmental policies – behaviour -schemes of work – planning suggestions – timetable – observation of some teachers and classes to be taught  (See Westwood or own observation Proforma)  Give trainees dept handbook for ideas –  Start to plan 2 or 3 part or full lessons for the next week - get feedback on provisional plans - weekly mentor meeting 1 –  review trainee’s CV etc. gaps. | Safeguarding  Behaviour and class management,  School Health and Safety  School Policies and documents | Trainee involvement in becoming familiar with the practicalities of being in the school and beginning to teach | Depends on mentor’s judgement and trainee’s confidence  Probably none this week –plan for minimum of 2 or 3 for next week | Some 2-3 lesson observations and pupil shadowing |
| **Week 2**  **19t –13th October**  **Full Week**  **Continue with Some more Induction?**  **START TEACHING** | Continue to facilitate more observations of good teaching  Try to facilitate 1 or 2 more sessions on early CPD topics  Intro to important school staff and systems. | | Trainees continue looking at SoWs –  continue observing teachers and classes to be taught (use a prompt sheet) - collect info and data on classes to be taught –  plan and teach 2 or 3 part or full lessons –get feedback on plans and lessons taught – start to plan 4 or 5 ‘hour - long’ lessons for next week –  Continue with mentor weekly meetings -advice on marking –advice on departmental behaviour and class management.  **(Trainees do Induction Questionnaire)** | Any outstanding from above and /or :-  Rewards and Sanctions  SEND, Diversity, Inclusion,    Behaviour for Learning, | As above | **Minimum of**  **2 - 3 lessons**  **(Uni subject guidance may vary)** | **3-4 lessons**  Mainly in the dept but some in other depts. And or follow a TA |
| **Week 3**  **Oct 16th-19th**  **Mon – Thurs 4 days**  **Week 4**  **Oct 30th-4th Nov** | Continue to organise weekly CPD sessions Encourage some observation of wider school activities.  Allocate trainees to be assistant form teachers | Trainees continue observing (3-4) lessons - teach 4/5/6? lessons-  continue weekly mentor meetings  **Discuss and note progress on the Progress Matrix** -  plan to teach minimum of 5-6 ‘hour long’ lessons the following week)-  refer any ‘poor’ or struggling trainees to PM | | One or two from any outstanding from above  Continue with any CPD sessions not covered yet especially SEND | involvement as an  assistant form teacher-  Observe-SEND-TAs-EAL- etc  extracurricular –  involve trainee in whole school inset or CPD. | **Minimum of 4-6 lessons–**  **uni subject guidance may vary**  **1 lesson per week acting as a TA and continue all term** | **4/6 lessons**  Mixture of in dept and outside e.g. SEN/TA/EAL/PHSE/SRE |
| **Week 5**  **Nov 6-10** | As Week 4 above  Plus-get feedback from Subject Mentors.  Tell Uni if a trainee is struggling.  Do joint lesson observations with new mentors of struggling trainees | As Week 4 and-  continue 2/3 lesson observations,   Mid placement reviews done  Trainees to plan to teach and mark minimum of 6 ‘hour’ long lessons.  Encourage use of ICT with some lessons as appropriate.  Interim questionnaires to be completed by trainees.  Advice on monitoring and promoting pupils’ learning and progress e.g., marking with advice for pupils | | Any outstanding from above list PLUS one or two each week from  Assessment for Learning,  Teaching and Learning styles,  Professionalism and legal  SENCOs and TAs roles  Pastoral roles  Links with Parents-letters-reports-evenings?  Own School Topic | As above but become more proactive.  Observe other teacher duties.  Ensure trainees get involved with extra-curricular activities, trips, school working parties etc... | **Minimum of 6** -7 lessons depending on trainee confidence and development  Uni subject guidance may vary  Involved with some SEN or EAL or PHSE SRE or similar where possible all term and acting as a TA | **2** in dept plus **1** out of dept (in SEN? with TA? EAL?) |
| **Weeks 6-10**  **Nov 14h onwards**  **Last day Weds 13th Dec** | **Mid Placement Reviews.**  to be done and sent to SM’s  Prof Mentors do **Review of trainee** | As above  **Give trainees Progress Report** | | Continue 1 or 2 a week from topics above not already covered  PHSE-British Values-Prevent-SMSC-SRE | As above plus  Involve trainees in report writing/parent links where possible | **Normally 8 hours per week unless mentor judgement suggests less** | **2 +1** as above-join in if possible, with SEN? EAL? TA? |

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### Professional Mentor Checklist Placement 1 2023

|  |  |  |
| --- | --- | --- |
| **Autumn Term 2023 Build to 8 hours normal class teaching in specialist subject including some involvement in SEN/D / EAL / PHSE where possible and acting as a TA**  **Trainees to work flexibly within school’s Covid plans and regulations** | | **Action**  **Taken** |
| Sep/Oct | Review evaluation feedback forms from last year’s trainees sent by university and pass onto subject mentors for feedback. | ❑ |
| Sept 25th | Receive details of trainee Placements – inform subject mentors – pass on CVs later. | ❑ |
| Oct 2nd | Receive trainees for school induction, Safeguarding and COVID plans and regulations, school policies, introduction to key staff etc. See example of ‘Good Induction Activities’. Pass over to subject mentor for departmental introduction and preparation – be given departmental handbook. |  |
|  | **Start to run a programme of CPD Meetings** -2 or 3 in early weeks  (Refer to recommended topics list, but also include any other topics you feel appropriate or already planned into your programme). See typical timetable sheet and CPD suggestions. |  |
|  | Departmental policies, schemes of work, class observation, lesson plans, shadowing pupils, etc. Assessment and other data on pupils to be available to trainees. Health & Safety, Professional Expectations. Communicating with parents. |  |
| Agree trainees’ timetables; observations; preparation time; teaching (groups, classes); weekly, one hour conferencing session with mentor; weekly slot for school Professional Studies meetings. Teach one or two lessons this week. trainees do Induction Evaluation form |  |
| Oct 9thth Week | Main School Experience PLACEMENT1 continues –full weeks. Trainees return to University all day on Oct 20,and later Nov 17 and 31st |  |
|  |  |  |
| Oct 13th | Trainees do Induction proformas Remind mentors and monitor that: |  |
| 1) weekly one hour mentoring sessions between subject mentor and trainee are happening and notes made on appropriate pages in RoAD (*remember this will be online folder, managed by the trainee, available to PMs, SMs, SLOs, tutors).* |  |
| 2) weekly detailed written lesson feedback is given, and copies kept by mentor or by Professional Mentor – note pupil progress & learning. |  |
| Nov 74h week Trainees and mentors discuss progress and achievements formatively and document where evidence of involvement has taken place.  Trainees also start to work on their Progress Matrix in the RoAD, linking some experiences and achievements to evidence in their School File (all electronic). Identify and report early on any struggling trainees. |  |
|  |  |
| Nov 17th  onwards | Give out Mid Placement Reviews to subject mentors and trainees to do and return for perusal and appropriate follow up by you.  Keep reviews and notes on any follow up by you for School Liaison Tutor’s visit. |    |
| Nov27th week | Professional Mentor to **hold Review Meeting 1 with trainees**. Discuss and review progress so far with trainees – strengths – development areas – RoAD, etc. See page in PM Handbook – |  |
| Dec 54h week | Remind mentors to start to :  i) complete trainees’ end of term electronic progress reports (Professional Mentors to add in own comments). KEEP a copy, GIVE trainees a copy. |  |
|  | iv) help trainees to fill in their Summary sheet pages - bullet points  a) involvement in wider school activities  b) Professional Studies topics covered in school  c) classes and topics taught |  |
| Dec 13th | Wednesday Trainees finish PLACEMENT in School 1 |  |
| Dec 14th | Thursday - Trainees return to Uni for 2 days. |  |
| Anytime | Professional Mentor to do joint observation of trainees, especially if any concerns over a trainee or with a new subject mentor and give (joint?) feedback to trainee. |  |
|  | Facilitate trainees’ opportunities to communicate and work with parents, e.g., as assistant form teacher, pupil planners, parents’ evenings for own and AND OTHER year group |  |
|  |  |  |

### 15. Professional Mentor Checklist Placement 2 Jan 2024

|  |  |  |
| --- | --- | --- |
| **Spring Term Build to 10-12 hours normal subject class teaching including Involvements in SEND, EAL, PHSE SRE British Values etc if possible and act as a TA.**  **Trainees work flexibly within school’s Covid plans and regulations** | | **Action**  **Taken** |
| Jan 15  Week 1  4 days | i) Receive second school experience trainee. **Use at least 3 days for, school induction procedures.** See Example of Good Induction Procedures and CPD topics. Introduction to subject mentors etc as Term 1, departmental induction, preparation for school experience etc. Health & Safety, Expectations. Safeguarding |  |
|  | ii) **Review trainees’ previous progress reports, CPD Professional Studies meetings and targets from previous school Placement. (See list of recommended topics in handbook). Cover Behavioural Management, Rewards and Sanctions, Safeguarding, Health and Safety, Professionalism sessions with trainees in first week.** |  |
|  | iii) **Plan:** 1) CPD Professional Studies Programme and slots; 2) trainee timetable building up to 10- hours full class subject teaching plus two hours involved in any of SEN/EAL/PHSE/SRE 3) weekly one hour mentor conferencing sessions with mentors. |  |
| Jan 19 | iv) Inclusion Conference Refer to Typical Generic Timetable sheet for Term 2. |  |
| Jan 22 Week  Onwards | Term 2 School Experience continues. Timetable up to 10 hours subject class teaching per week plus involvement in SEND, EAL, PHSE SRE, form teacher role if available. Act as a TA for 1 lesson a week. |  |
| Feb/Mar  Week 3 onwards | **Remind mentors** **and monitor that:**  1) weekly subject mentor meetings to discuss progress etc.  2) weekly formal written feedback and lesson observation form  3) frequent informal feedback to trainees is happening as well  4) that subject mentors **keep copies of lesson observations**  5) trainees are making entries in RoADs  6) identify and report early any struggling trainees. |  |
| Jan 26 | Trainees do Induction Evaluation proforma |  |
|  |  |  |
| Feb 9th | . Trainees return to Uni for 1 day |  |
| Feb 12-16? | Half term week for most? |  |
| Feb 19th week and onwards | Give out Mid Placement reviews for trainees and subject mentors to fill in and send to PM for appropriate follow-up Do early if **impending University SLO visit. Review trainees’ progress so far**. Set specific targets. |  |
| Feb 28th onwards | **Professional Mentor holds Review Meeting 2** with trainees to review progress and RoAD. Do review and target setting with trainees. See PM Review page in PM Handbook – |  |
| **March 1st** | **Trainees return for full day at University Friday** |  |
| March 4th-  Onwards and | **Remind mentors to start to do end of term Progress Report :** |  |
|  | i)Discuss trainees progress and achievements against the UoM ITE curriculum (using the Progress Matrix) |  |
|  | ii) Complete trainees’ end of term written progress reports electronically (Professional Mentors to add in own comments) KEEP a copy, Send trainee a copy to send on to Uni. |  |
|  | iv) Help trainees fill in summary sheet on, (a) involvement in wider school activities and (b) Professional Studies topics covered in school. |  |
| March 15th | Friday – last day PLACEMENT2 finishes.- Reports to trainees if not before |  |
| **April 8th** | P3 starts based on school 3 hols – Most return to P1 school- some stay on in P2 school |  |

### 16. Generic Basic Weekly Timetable - Suggestions for PMs – Placement 2 - Jan 2024

**Individual University Departments may have more detailed/demanding requirements for their own trainees, but this should give PMs a guide that covers all departments. Training and involvement in SEND important if not done last term**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Time Guidance** | **Professional Mentor Input and Involvement** | **Subject Mentor Involvement** | **Professional Studies Topics/Suggestions** | **Other School Involvement** | **Plan and teach hours** | **Observing Good Teaching**  **( hours)** |
| **Week 1**  **15 Jan week**  **First 3-4 days Induction activities**    **Fri 19th Inclusion Conference at University** | Review trainees’ cv and Progress report from term1 Cover - Introduction and Induction background, ethos, values, organisation, tour of school, shadowing pupils  Looking at school policies.  Expectations and entitlements.  Give trainees School ITT Handbook | Mainly departmental induction and introduction t**o** some departmental policies – behaviour -schemes of work – planning suggestions – timetable – observation of some teachers and classes to be taught (use a prompt sheet)  (see Westwood or own observation proforma)  Give trainees departmental handbook for info and ideas –  Review trainee’s CV and Progress report from term 1  Start to plan 1 or 2 part or full lessons for later this week? - get feedback on provisional plans - weekly mentor meeting 1 –  **Mentors review trainees Progress Matrix and Progress report from last school** | Most /many CPD sessions below  Induction to school  Safeguarding / Wellbeing  Behaviour and class management,  School Health and Safety  Rewards and Sanctions  Professionalism | Trainee involvement in becoming familiar with the practicalities of being in the school and beginning to teach | Depends on mentors’ judgement and trainee’s confidence  Probably 1 or 2 this week ? –plan for approx 5 for next week? | **4 hours observing -**  Some Pupil Shadowing, rest in dept |
| **Week 2**  **22 Jan week**  Trainees back in Uni on Friday February 9th | Continue to facilitate more observations of good teaching  Try to facilitate 2 more sessions on early CPD Prof Stud’s topics  Intro to important school staff and systems.  Trainees do Induction Evaluation proforma | Trainees continue looking at SoWs –  continue observing teachers and classes to be taught (use a prompt sheet) - collect info and data on classes to be taught –  Plan and teach 5 or 6? part or full lessons –get feedback on plans and lessons taught – start to plan for 8-10 ‘hour - long’ lessons for next week –  Continue with mentor weekly meetings and have a look at **Progress Matrix** -give **advice on marking** –advice on departmental behaviour and class management. | Any CPD sessions not covered from above and one or two from;-  **Teaching Strategies to improve pupil progress and learning**  SEND, Diversity, Inclusion, Pupil Prem    Monitoring/ Marking/ Assessment AFL- Data | Involved in pastoral or form teacher activities | Approx 5–6 plus 1 out of the dept in such as EAL-SEN –PHSE SRE- uni subject guidance may vary | **3 hours obs**  Mainly in the dept but some in other depts with good+ teachers. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Week 3**  **Jan 29th onwards** | Continue to organise weekly CPD Prof Stud’s Sessions-Encourage some observation of wider school activities.  Allocate trainees to be assistant form teachers | Trainees continue observing (4) lessons - teach 8-10 lessons-  continue weekly mentor meetings  plan to teach 10-12 ‘hour long’ lessons the following week)-  refer any ‘poor’ trainees to PM | One or two sessions from any not covered from above Wk s 1 and 2 plus any of  Working with or as a TA  Numeracy and literacy across the curriculum | Involvement as an  assistant form teacher-  Observe -SEN-TAs-EAL-  extracurricular –  involve trainee in whole school inset or CPD. | Approx 8-10 hours  uni subject guidance may vary plus 1-2 out of dept including **acting as a TA all term** | **3 hours obs**  Mixture of in dept and outside e.g., SEN/D / TA / EAL PHSE Brit Values  PREVENT? |
| **Week 4**  **Feb 5th onwards**  **HALF TERM**  **AS PER SCHOOL**  **Weeks 5/6/7/8**  **19th Feb week**  **leading to March 11th week** | As Week 3 above  Plus-get feedback from Subject Mentors.  Tell Uni if a trainee is struggling.  Do joint lesson observations with new mentors or struggling trainees?  Trainees and mentors do mid-term review.  Prof mentors do Review 2 with trainees | As Week 3 and-  continue weekly lesson observations and meetings,  Trainees to plan to teach and mark minimum of 10-12 ‘hour’ long lessons.  Encourage use of ICT with some lessons (try to encourage trainees to book lessons in an IT suite).  19 Feb week Do mid-term survey with trainees and mentors  28 Feb week do PM Review with trainees | Any not covered from above list and/or one or two each week from  Applying for Jobs  Pastoral roles  Links with Parents-letters-reports-evenings-praise?  Monitoring and improving pupils’ learning and progress  PHSE – Prevent - Brit Vals-SMSC –SRE-Wellbeing | As above but become more proactive.  Observe other teacher duties.  Ensure trainees get involved with extra-curricular activities, trips, schoolworking parties etc  Parents’ eves etc | **About 12** hrs plus involved in 2 others out of dept if poss depending on trainee confidence/ development  Uni subject guidance may vary | **2** in dept plus **2** out of dept SEN/TA/EAL  PHSE/ Brit Values  PREVENT? |
| **Week 8-**  **March 11th**  **Last week** | Check **Progress reports** – add own comments re wider school involvements | **Do Progress report** -pass to PM for checking and extra comments | Continue any from topics above not already covered | As above | **Normally 12** | **2 + 1** as above join in if possible |

### 17. Professional Mentor Checklist Placement 3 - April 2024

|  |  |  |
| --- | --- | --- |
| **Build to12 hours normal class subject teaching, including involvement in two extra hours on egs SEN, EAL, PHSE etc, acting as a TA** | | **Action**  **Taken** |
| **Week 1 April 8th** | Trainees start PLACEMENT3.  Receive trainees for school experience 3 (normally returners from Term 1). Use first few days for introduction and induction. Review progress and check on previous progress reports, Professional Studies Programme and targets from previous schools. Preparation for Placement 3 school experience. Action plan for identified targets. |  |
| **April onwards** | Trainees build up to at least 12 hours subject teaching, plus two hours involvement in other areas, e.g., SEN/D, PHSE, EAL, TA, Citizenship, as available in school. |  |
| Anytime | Professional Mentor to do joint lesson observation of trainees, if concerns over a trainee or a new subject mentor. |  |
| April / May  Friday May 3rd | **Remind mentors about and monitor**  1) weekly mentor meetings.  2) weekly written feedback, including notes on pupil progress & learning.  3) frequent informal feedback to trainees.  4) **that mentors keep copies** of lesson observation feedback.  5) for most trainees (new this year): support them in identifying and building evidence of particular areas for extending their practice  Trainees back at Uni one day Friday |  |
|  | . |  |
| Monday 29 April week | Give out and Mid Placement Reviews and respond appropriately. **Keep and respond or advise as appropriate** |  |
| Tuesday May 7 week | **Do PM Review 3 and target setting with trainees as per page in RoAD and in your handbook** |  |
| May 20th last week of placement | **Remind mentors to:** |  |
|  |  |  |
|  | i) complete electronic progress report in RoAD (Professional Mentors to add in own comments where appropriate); keep and give trainees a copy as previously |  |
|  | ii) help trainees fill in summary sheets on (a) involvement in wider school activities, (b) CPD Professional Studies topics covered in school; |  |
|  | iv) work with trainees to set targets for Transition Docs |  |
|  |  |  |
| Fri May 24th | PLACEMENT3 finishes (**give trainees a farewell party or take to pub!!**) |  |
| June/July |  |  |
|  |  |
|
| **Send in details of offers of Placements for next year.** |  |
|

### 

### 18. School CPD Topics, Support and Delivery

**Not all topics will be dealt with in the same way or to the same depth.** Some may be difficult for some schools to cover at all; others may be only dealt with superficially.

**Each school should focus on those areas most appropriate for its own context** and hopefully, collectively the work done at the University, combined with the work done in the three main school practices, together with the work done in the other two shorter Placements will ensure good coverage of all The Standards. Trainees themselves need to use the Progress Matrix to monitor their progress within the UoM ITE Curriculum, and these Professional Studies Topics and identify and request areas where they need more information and practical knowledge.

Examples of some schools’ timetable of Professional Studies programmes are enclosed and copies of the materials and handouts used by these schools are available via contact with [teachereducation@manchester.ac.uk](mailto:teachereducation@manchester.ac.uk)

**This can be delivered by different people, such as:**

1 Professional Mentors

2 other school experts

3 subject mentors

4 outside visiting experts

5 off site at another school delivering on your behalf

6 worked on individually or cooperatively by the trainees themselves

**When and how can they be delivered? Any combination of:**

1 part of existing school INSET programme already planned for ECTs or normal staff CPD

2 special meetings laid on during early induction/preparation days for most urgent topics

3 special weekly sessions laid on during main school practice weeks

4 part of normal departmental, pastoral or full staff meetings

5 part of subject mentors weekly mentoring meetings

6 by giving trainee’s a school handout on a given topic without a meeting

7 getting trainees to present a Programme Development issue to their colleagues for subsequent discussion

### 19. Main CPD topics for schools to cover where possible

Schools May Do Other Topics as they feel relevant

**Very early topics done during first few weeks in Placement 1 and repeated in Placement 2 as relevant to individual schools**:

1 Welcome and context, and issues specific to school/college –

2 School Induction to include Safeguarding Policies and Practices and Wellbeing

3 Behaviour and Classroom Management

4 Rewards and Sanctions

5 Health and Safety

6 Professionalism

**Later Topics done during Placement 1 and / or PLACEMENT 2**

**as relevant to each individual school**

7. Assessment-monitoring-marking-feedback-data-improving learning

8 Teaching and learning strategies – planning- presence-responsive

9 SEND, Diversity, Inclusion, Gifted and Talented, EAL, Pupil Premium

10 Pastoral Roles, Responsibilities and Systems – form teacher etc. - Bullying

11 Communicating with parents and parents’ evenings (mock scenarios?)

12 Wider or School Specific Issues-PHSE-Prevent-British Values-SMSC -SRE

13 Numeracy and Literacy across the curriculum

14 Roles and responsibilities (SENCO, working with TAs etc)

15 Monitoring and improving pupils’ learning and progress

16 Closing the gap-pupil premium – less able - acting as a TA

17 Applying for jobs

18 Educational visits and risk assessments

**PLACEMENT 2 – REPEAT of the very early core Induction programme topics (1-6) from PLACEMENT 1 above in relation to new school context. and any of the later/other topics (7-18) from above as felt most important to the individual school**

**In PLACEMENT 3**

Any trainees who are **brand new to the school in PLACEMENT 3** will need time for School Induction and Introduction (1-6 above) as if starting in Term 1 or 2.

Professional Studies should be a more personalised programme for each trainee – identifying and improving gaps and areas of weakness often identified by the trainee him/her self and their Progress Reports and ROADs –PLUS

The approaching ECT year.

Government Reports

### 20. Sixth Forms/Colleges CPD/Professional Studies

Normal welcome, induction, important policies, important staff roles etc – as per Induction Guidance page.

Professional Studies in Colleges will not normally cover the same sort of content as in schools and it may well not be delivered in the same sort of tightly structured way.

However, **it is important that trainees are supported in learning about the wider educational and professional topics that are relevant to post-16, FE,** and even 14-19 with specific guidance on how it appears and impacts on your college.

Various models can be used to deliver the content of a Professional Studies Programme, for example, Cheadle and Marple Sixth Form Colleges run a seminar session arrangement where the Professional Mentor sends out stimulus materials on a Professional Studies topic to the Subject Mentor who then goes through it as is appropriate. A structured approach can also be adopted where key staff are delivering the content areas and trainees are asked to produce evidence of their attendance to the various workshops during the practice.

During our visits to the various partnership Placements, we have come across several examples of excellent practice and typical programmes include many of the following areas that would be helpful:

* Safeguarding.
* Use of support staff: Learning support, the role of Student Services, ESOL, SEN support etc.
* The range of 14-19 courses and qualifications: Recent changes, recent changes.
* Target setting and use of assessment data.
* Applying for jobs and interviews with an opportunity to have mock interviews with senior staff.
* Personalised learning.
* New Government strategies and initiatives.
* Teaching in a multicultural society - global dimensions - EAL.
* Pastoral support in college, the role of a form tutor in this environment.
* How students learn. Teaching and learning strategies.
* Links with secondary schools and transition to higher education.
* Key skills for life.
* The role of ALS.
* Performance indicators and value added.
* UCAS applications - preparing the students.
* Health and Safety issues.
* New qualifications/diplomas/EBacc.
* Attendance at UCAS evenings/preparation for the University Application for students, preparing for university.
* Development of Social Skills at this level.
* Revision strategies for students.
* ILT resources and sharing good practice.
* Equal opportunities, integration and multiculturalism.

Finally, **if you already have a normal college CPD programme for newly appointed or regular staff, please encourage and advise and direct our trainees** to attend those parts of it you feel appropriate. This can also play an important part of your college Professional Studies support.

Areas such as the following would be useful to trainees:

* Effective questioning
* Adaptive teaching
* Objective setting
* Smart board
* Communicating to get a job for our students
* Industrial Placements
* Active Learning
* The quality classroom
* Behaviour management strategies in this environment
* How to use Ofsted criteria
* Record keeping
* Motivation in Learning
* Gifted and Talented children-delving further
* Teaching and learning styles

### 21. Educational and Professional Studies Timetable 2023-24

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Theme** | **Lecture** | **Seminar (with additional material on Blackboard)** | **Weekly focus** |
| Wednesday 13  September  (U1-1) | **Purposes of education:**  Critical, reflective professional  **(Core area 5)** | **09:30 - 12:00**  Introduction to EPS  Purpose of education  Safeguarding | **13.00 - 15:30**  Introduction to EPS and ISP1 - safeguarding. Professional teachers keeping learners safe  Reflecting on Purposes of Education  Case studies (how to be a critical, reflective professional)  Introduction to ISP1 - Safeguarding | Are you ready to take constructive criticism and to seek help and support in a proactive and professional manner? |
| Wednesday 20 September  (U1-2) | **EDI – Equality, Diversity and**  **Inclusion**  **(Core areas 1 & 3.3)** | **09:30 - 12:00**  LGBT+ inclusion (Proud Trust?)  Teacher Identity 1 | **13.00 - 15:30**  Safeguarding case studies  Reflecting on lectures and discussion around EDI in practice. | What opportunities are there to address equality and diversity in your subject? |
| Wednesday 27  September  **ITAP day**  (U1-3) | **Inclusion and Adaptive Teaching**  (**Core area 3)** | **09:30 - 12:00**  Adaptive teaching and SEND – applying theories of learning – watch lesson extracts.  listening to the voice of young people with disabilities – including video. | **13.00 - 15:30**  Adaptive teaching practice – microteaching.  Tutor/peer feedback.  Introduction to ISP2 - SEND and Disadvantage | What approaches do you hope to use to elicit pupils’ prior knowledge in your subject? How can this help you towards inclusive practice? |
| Wednesday 4 October  **ITAP day**  (U1-4/P1-1) | **Inclusion and Behaviour for Learning**  **(Core area 1)** | **09:30 - 12:00**  Challenging attitudes to education and poverty with a focus on young people’s voice, including video…  Behaviour for Learning  introduction and training; including video extracts, paired discussion. | **13.00 - 15:30**  What positive behaviours do you need to encourage?  Practice ways of doing this – microteaching.  Tutor/peer feedback. | What behaviour for learning approaches do you hope to use to ensure an effective learning environment? |
| Friday 1 December **am**  (P1-8) | **PSHE including RSE and SMSC**  **(Core area 5)** | **09:30 - 11:00**  Personal, social, health and economic education (PSHE)  Relationships and sex education (RSE) including sexual harassment.  Spiritual, moral, social and cultural (SMSC) | **11:30 - 12:30**  Teaching lessons on e.g. bullying / sex education / etc. | What PSHE tasks have you observed which effectively helped pupils to focus on the intended learning? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Theme** | **Lecture** | **Seminar (with additional material on Blackboard)** | **Weekly focus** |
| Friday 15 December **am**  (P1-10) | **Applying for jobs** | **09:30 - 11:00**  First appointments |  | What are your successes so far? |
| Weds 10 January **am**  (U2-2) | **Equality, Diversity and Inclusion (EDI)**  **(Core area 1 & 3.3)** | **09:30 - 11:00**  Teacher identity 2  Introduction to Inclusive Educational practice (IEP) and assignment 2. | **11:30 – 13:00**  Critical, reflective professional.  Teacher identity - links placement 1 & 2.  Revisiting EDI critical incident case study in the classroom  Discuss focus for IEP assignment. | What aspect of professional behaviour have you found most challenging to develop so far?  What will you contribute to your school in relation to inclusive education? |
| Friday 19 January  (P2-1) | **Inclusion Conference**  **(Core area 1, 3.3 & 5)** | **09:00 - 16:00**  Inclusion Conference – keynote lectures and choice of sessions | | What were the main points that you learnt from the Inclusion and Inspiration conference about adaptive teaching? |
| Friday 9February **am**  (U2, P2-4) | **Researching pupil voice**  **Research methods**  **(Core area 5)** | **09:30 - 10:15**  What can we learn from doing educational research (pupil voice)?  (purpose, collaboration, ethics and key themes).  Introduction to Pupil Voice Enquiry and assignment 3.  **10:45 - 12:30**  Research focussed parallel sessions – choice of sessions | | What is the importance for you as a professional of listening to pupils? |
| Friday 7  June **am**  (U4-1) | **What next?**  **Research - sharing findings**  **(Core area 5)** | **10:00 - 11:00**  What next for educational professionals? Professional Development Profile (PDP), ECT & the induction years, further study, CPD.  **11:15 - 12:45**  Hearing Pupils’ Voices poster conference – sharing research findings | | What are your priorities as an ECT?  What have you learnt from sharing your findings and discussing others’ findings? |

### 22. Contents of CPD Materials Online 2011-23 Used And Shared By PMs

|  |  |
| --- | --- |
| **Number** | **Title** |
| 1 | A framework for mind friendly learning |
| 2 | Active Learning through Group Work (Werneth) |
| 3 | Active Learning (Bacup) |
| 4 | Assertive Teaching to manage challenging behaviour |
| 5 | Assessment for Learning PowerPoint |
| 6 | Assessment Policy |
| 7 | Behaviour Management Key suggestions |
| 8 | Behaviour Management PowerPoint |
| 9 | Behaviour Management (key strategies) |
| 10 | Behaviour Plan (Hollingworth) |
| 11 | Checklist for Observing Effective Practice (ASFC) |
| 12 | Child Protection (Rochdale) |
| 13 | Circle Time(St Damian's) |
| 14 | Conquering Challenging Behaviour (Copley High) |
| 15 | Diplomas (Bolton) |
| 16 | EAL Tips |
| 17 | ECM PowerPoint |
| 18 | ECM(Cardinal Langley) |
| 19 | Example of Induction schedule (MGS) |
| 20 | Example of Induction schedule (MGS) |
| 21 | Examples of Evidence for QTS Standards (Cholton) |
| 22 | Expectations from trainees (MGS) |
| 23 | Extended Services (Penketh)  example (Kingsway) |
| 24 | GandT (Werneth) |
| 25 | GAT, extension ideas |
| 26 | Great Lesson Beginnings |
| 27 | Ground Rules for Learning (Werneth) |
| 28 | Ideas Booklet |
| 29 | Induction (Xaverian) |
| 30 | Induction Checklist (Cardinal Langley) |
| 31 | Induction Pack (Hollingsworth) |
| 32 | Induction Pack (Hathershaw) |
| 33 | Introduction to Professional Standards (Rivington and Blackrod) |
| 34 | ITT Handbook (Cholton) |
| 35 | ITT Policy (Rivington and Blackrod) |
| 36 | Job applications and Interviews |
| 37 | Kagan Structures (BHS) |
| 38 | Kagan Structures (Our Lady's) |
| 39 | Learning Support (Carmel) |
| 40 | Lesson Observation (Little Lever) |
| 41 | Letter to Trainees as a welcome (Hyde Technology) |
| 42 | Literacy PowerPoint |
| 43 | Memo to Subject Mentors (MGS) |
| 44 | Observing Behaviour Management (Reflective Practice) |
| 45 | Observing Effective Teaching (Reflective Practice) |
| 46 | Observing Questioning Skills (Reflective Practice) |
| 47 | Parents Evening Guidance (Rivington and Blackrod) |
| 48 | Parents Evening Notes |
| 49 | Pastoral Booklet ITT (John Summers) |
| 50 | PGCE Pack (Bolton SFC) |
| 51 | PLTS |
| 52 | Positive Behaviour Policy |
| 53 | Professional Studies Schedule example |
| 54 | Professional Studies Schedule example |
| 55 | Professional Studies Schedule example (AGSB) |
| 56 | Professional Studies Schedule example (Cardinal Newman) |
| 57 | Reflective Practice Activities |
| 58 | Role of the Form Tutor |
| 59 | Safeguarding PowerPoint |
| 60 | Safeguarding (Penketh) |
| 61 | SEN training (Cardinal Langley) |
| 62 | Seven Stages for Accelerated Learning |
| 63 | Starters and Plenaries |
| 64 | TA's how to work with them (Cholton) |
| 65 | Teacher Identity (Hatheshaw) |
| 66 | Teaching and Learning (St Gabriel's) |
| 67 | Vertical Tutoring (Werneth) |
| 68 | Voice Coaching (Rose Bridge) |
| 69 | Voice Coaching (Manchester) |
| 70 | What is learn to learn (Accrington) |
| Additional materials added from September 2013 | |
|  |  |

71 Communicating with Parents

72 EAL Strategy

73 Falibroome Presentation Slides

74 Induction Process (Chorlton High)

75 Induction Programme (Hathershaw College)

76 Induction Programme (Lymm High)

77 ITT (Manchester Grammar School)

78 ITT (Wellington School)

79 ECT Welcome Pack (Flixton Girls School)

80 Observation of Experienced Staff

81 Presentation Slides (Sandbach High School)

82 Professional Issues Timetable Autumn Term 2012

83 Professional Studies Topics

84 Prompts for Observing Classes (Westwood College)

85 Pupil Behaviour Management (Self) Audi & Class Management

86 Ranking Pupils on Class Management (Bolton)

87 Referral Guide - Safeguarding - Personal/Emotional Support

88 SEN Guidance Notes (Sale High School)

89 Stages for Dealing with Inappropriate Behaviour (Loreto)

90 Starters & Plenaries

91 Student Engagement with Written Feedback

92 Trainee Teacher Handbook (Smithills School)

**Additional Materials added July 2015**

93 SEN and AFL - Manchester Enterprise Academy

94 Progress and Learning - Turton

95 Mobile phone policy - Haslingden

96 Lesson observation prompts - Turton

97 Homework- values and ideas - Teachers Toolkit blog

98 Behaviour for Learning b) Bullying 3) Form teacher activities 4) First Lesson 5) Enrichment - Loreto Chorlton

99 Useful websites - Loreto Chorlton

**Additional Materials added July 2016**

101 ADHD + various SEN (Cheshire)

102 Classroom Management Strategies (Hazel Grove)

103 Dyslexia Friendly Schools (Westwood)

104 Educational Endowment Toolkit (EEF)

106 Effective Questioning (Westwood)

107 ELT Induction Guide ECTs

108 Flight Path Activities to do (Buile Hill)

109 Health and Safety (Cheadle and Marple)

110 Homework (St Peter & St Pauls)

111 Improving Literacy (Werneth)

112 Induction PLACEMENT1 and 2

113 ITT Guide (Hyde CC)

114 ITT Handbook (Urmston)

115 ITT Induction (Helsby)

116 Lesson Observations Logbook (Helsby)

117 Observation of T&L & MARRA (Cheadle and Marple)

118 Planning for Pupil Progression (St Pauls CHS)

119 PM check list for trainees (Cheadle and Marple)

120 PREVENT and British values (Cheadle and Marple)

121 Pupil Premium Impact

122 Questioning for Learning

123 Radicalisation and Extremism (Cheadle and Marple)

124 Safeguarding

125 Self-Assessment Lesson Observations (Cheadle and Marple)

126 Subject Mentor Role (Urmston)

127 Teaching Staff & ITT’s

128 Writing Reports (King’s)

**Additional Materials 2017**

129 Broadoak School – Signs of bullying and strategies for dealing with.

130 Mentor – Example of completed lesson evaluation pro forma

131 Cardinal Langley – Professional Studies / CPD Programme

132 Cardinal Langley – Behaviour for Learning

133 Source unknown- Top Tips for managing behaviour

134 Carddinaal Newman-Closing the Gap and Pupil Premium

135 Urmston GS – Managing Subject Mentors

136 Nat Strategy-Effective Questioning

137 Journal source – adaptive teaching

138 Marple – Outstanding Progress and Key Actions for PP Impact

139 Helsby – Setting High Expectations

140 Helsby- Promoting Good Progress

141 Helsby – Responding to the needs of all pupils

142 Lymm -Detailed Induction, CPD Programme

143 Kingsway - PM’s Memo for subject Mentors

144 Hawkley Hall- Lesson observation and feedback

145 EAL training – Ladybridge

**Additional Materials 2018-20**

146 Learning Styles - North Chadderton

147 Welcome letter - Essa

148 Parents’ Evenings guidelines – Mossley Hollins

149 Interview Techniques —Marple Hall

150 Show My Homework – Cardinal Newman

151 Adaptive teaching – Urmston

152 Planning for Effective Learning –

153 Marking and SPaG - Coop Academy

154 SEN Learning – Marple 6FC

155 Micro-Scripts for consistency-All Saints

156 Autism and ASC –Kate Goodwin

157 Teacher-learner ITT/ECT/new staff - CPD terms 2 and 3 –Sale Grammar

158 Active Questioning –Ridgeway

159 TA/LSA-Classroom Roles- West Hill

160 Growth Mindset-Whalley Range

### 23. University of Manchester Secondary PGCE Partnership Agreement 2022-23-4

Link to 2022-23 Partnership Agreement in full (Core PGCE) – [click here](https://documents.manchester.ac.uk/display.aspx?DocID=57063%20)

Link to 2022-23 Partnership Agreement in full (School Direct) – [click here](https://documents.manchester.ac.uk/display.aspx?DocID=57064)

### 24. Identifying and Supporting Trainees Making Insufficient Progress/cause For Concern

Trainees making insufficient progress in relation to the UoM ITE Curriculum need to be identified as early as possible during their school experience. This is to ensure that appropriate support is made available to them. When provided with such support many trainees make steady progress and become adequate teachers, some develop considerably and move on as confident and capable ECTs. However, a very few trainees remain weak and are unable to achieve the Standards required to gain QTS.

***Identifying trainees making insufficient progress***

Weak trainees display some or several of the following characteristics:

* poor teaching skills
* poor organisational skills
* lack of commitment
* lack of professionalism
* refusal to accept and act on constructive criticism
* inability to see that there is a problem

***Responding to the needs of trainees making insufficient progress***

* The tutor must be immediately informed and will visit the trainee and mentor.
* The trainee must be told that they have weaknesses and what those weaknesses are. The mentor and tutor need to be supportive and encouraging but must ensure that the trainee is fully aware of their weaknesses.
* Realistic targets will be negotiated and recorded on Lesson Observation Reports and in the RoAD document, to enable the trainee to identify their weaknesses and work towards improvement.
* Where necessary, an action plan will be written by the tutor and mentor with clear targets and a timetable for progress.
* The mentor and tutor will chart the progress made by the trainee. This will include additional visits by the tutor to carry out lesson observations and support the trainee and mentor.
* The mentor and tutor will keep a record of support provided and well documented evidence of the trainee’s work and behaviour. This documentation will be available to all parties.

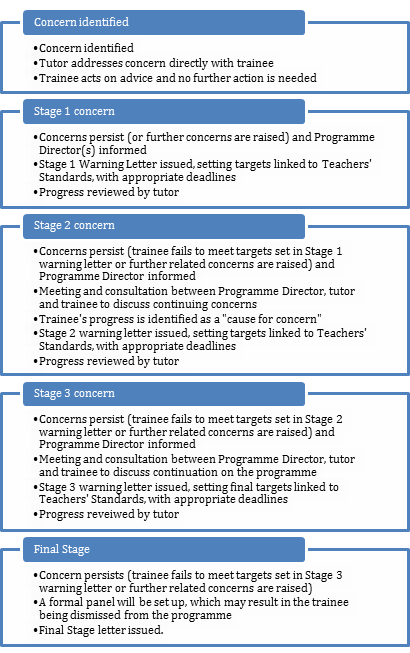
If it is felt that the trainee is in danger of failing the course, the Programme Director must be informed and involved, and the warning system will begin.

Absences, failure to meet professional expectations, including expectations of professional and personal conduct, will trigger concerns and possibly **warning letters or letters of concern**. Not being on track in relation to the UoM ITE Curriculum usually also leads to a letter of concern. There are three stages of concern. Trainees reaching the final fourth stage will meet with a university-led panel and may be required to exit from the programme.

A minority of trainees will reach Stage 1, and most of these will not go on to Stage 2 or beyond.

In most cases, trainees would have to pass through each stage to reach the final stage. However, where trainees are asked to leave two different schools/colleges by their subject mentor and/or professional mentor, or where there has been a serious breach of professional conduct, the University will not normally provide a further period of school experience, and the trainee will have failed the course.

The following chart describes the raising of an initial concern; Stages of concern 1, 2, and 3; and the final stage.



### 25. The Role of the School Liaison Tutors

The School Liaison Tutors are central to the quality assurance and enhancement of the school-based elements of the programme. Their role includes:

* Managing and carry out monitoring and support visits (virtual or face to face) to partner schools and colleges. Liaising with senior partner school and college staff (Professional Mentors) to ensure quality of training provision within and between schools.
* Presenting and disseminating information gained during monitoring visits to the secondary PGCE programme staff, the partnership schools and colleges, PGCE committees and outside agencies including OfSTED.
* Analysing, disseminating, and responding to information received from programme evaluations concerning the partnership.
* Devising, providing, and updating training for new Professional Mentors and professional development for experienced Professional Mentors. Communicating regularly with Professional Mentors, providing support and support materials to enhance performance, and disseminating good practice between partner schools.
* Attending and contributing to the PGCE committees, providing information from the partnership for developments and strategic planning.
* Overseeing the developmental work of the Professional Mentors’ working parties and organising specific panels of Professional Mentors which address key issues, such as DBS checks, Associate Tutor Selection etc.
* Liaising with other School Liaison Tutors in Primary PGCE and other institutions and attending and contributing to meetings of the Northwest Partnership ITT providers, New Teaching Schools Consortia Hubs; School Direct and other external partnership meetings.

Each school/ college is visited at least once by one of the School Liaison Tutors. (See APPENDIX C - SCHOOL LIAISON TUTOR’S VISIT PROTOCOL AND DOCUMENTATION).

### 26. School Liaison QA and QE visits to Schools

Dear Professional Mentor

Many thanks for supporting our trainees this year. I hope you are finding them an asset to the school.

I’d like to organise our annual face to face visit if possible but on ZOOM if not possible ) at some time in the coming weeks at a time and date to suit you. Please see my suggested dates and times below. Could you please email me with which is most convenient and I’ll get back to you as soon as possible.

Initially I need to look through monitoring sheets from trainees’ on-line RoADs eg re lesson observations – weekly mentor meetings - entries against the Progress Matrix and then up to an hour for our discussion and review of the meeting. This enables me to gain your valuable feedback and, if necessary, support you with your programme. **Please ensure that the trainees have made their ROADs accessible to you and to me, by using Google platform in order that I can be fully prepared for the visit.**

My mobile number is: and my email is as per this email to you.

I have attached the following for your consideration prior to the meeting:

1. A Survey Link to a few questions for you to complete before the visit. Please click here. *NOTE: This will be an active link in the letter emailed to you*

2. The prompt sheets for the discussions between us.

3. A short survey link to send to your subject mentors for them to do **before my visit** in **order for us both to get their feedback; this allows me to respond and reply on the day of the visit or to send to university tutors for them to follow up.**

**During (or before) the visit please provide information about**

1 Your **Induction Programme** and trainees’ wider activities in first weeks.

2 Your **CPD Professional Studies** Programme.

3 Monitoring sheets re **Trainees’ RoADs (see next page) checked so far by the subject mentor before the visit**  Copies of Lesson observations – weekly meetings - notes etc from trainees ROADS if not made available on-line

4 Copies of Mid-Placement Surveys and PM Reviews you’ve done so far

**Please do Mid Term Review and PM Reviews a week or two early if my visit is before their normal date so I can get some idea of trainees’ progress and the mentor’s input so far**

**I would also be very keen to receive an e mail copy of the handouts on one or two of your CPD Professional Studies Topics and the materials that you are using with our trainees that I can add to our “Swap Shop”.**

### 27. Monitoring the RoAD: Checklist for completion by Peer/Tutor/Subject Mentor/SLT

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Trainee: | | | Subject: | | | |
| **School** |  | | | | | |
| **Mentor** |  | | | | | |
| *To reviewers: please mark the column below using the following “codes”: Use S= started D= detailed or X = none please* | | | | | | |
|  | **P1a** | **P1b** | **P2a** | **P2b** | **P3a** | **P3b** |
| Weekly lesson observations from mentors – one per week and completed with targets. |  |  |  |  |  |  |
| Weekly mentor meetings recorded appropriately by trainee – one per week and with targets |  |  |  |  |  |  |
| Progress Reports in place and completed as appropriate. |  |  |  |  |  |  |
| Progress Matrix being completed appropriately |  |  |  |  |  |  |
| Placement Induction Evaluation completed and actioned appropriately |  |  |  |  |  |  |
| Record of review meeting with Professional Mentor completed. |  |  |  |  |  |  |
| School Professional Studies record up to date. |  |  |  |  |  |  |
| Record of attendance up to date |  |  |  |  |  |  |
| Additional comments (add initials): |  | |  | |  | |
| Reviewer (name)  Date |  |  |  |  |  |  |

### 28. Discussion Prompt Sheet 1

**ONLY NEEDS To be used if Pre-Visit Survey has not been Completed PREVIOUSLY**

**Professional Mentor views on University Programme and Support**

Name of School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Professional Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_

|  |  |
| --- | --- |
|  | Comments/suggestions for development |
| 1 Any immediate questions or concerns about the trainees or the programme in the light of the current situation to raise with School Liaison Tutor? |  |
| 2 Any issues raised by your school’s evaluations of University sent in previously by you or mentioned on last visit? |  |
| 3 Current views on University programme and support. Including:  - Professional Mentor’s handbook  - mid term surveys  - PM Review sheet  - on line materials |  |
| b) Meetings, Including those on line over the year provided by University eg training updates, PM advisory showcase meetings |  |
| c) Systems of administration and  communication – post – email – phone |  |
| d) Value of initial PM training and these School Liaison Tutor visits |  |
| e) University tutor’s visits and support for school (feedback sheets from mentors?) Comments? |  |
| f) Speed and quality of response from University to any concerns raised by school |  |
| 4 Preparedness and attitude of trainees  Quality of trainees | 1.  2. |
| 5 Usefulness and regular use of the online RoAD |  |

Are there any elements of our programme that we could develop/ improve upon? EBI?

1.

2.

Which elements of our programme do you feel work particularly well/best?

1.

2.

### 29. Discussion Prompt Sheet 2

**Your School Programmes of Support to discuss with SLT on visit**

|  |  |
| --- | --- |
|  | Comments/suggestions for development |
| 1 **Please provide a copy of your Induction programme**  Details please of trainee’s activities in first week or two including Safeguarding and COVID related activities if any |  |
| 2. **Please provide a copy of your** **CPD programme**  Details – Handouts - Topics  Any special handouts for next year’s swap shop? |  |
| 3. Mini-school ITT handbook and other school documents??  Examples please of school docs given to trainees.  One example for the swap shop |  |
| 4 Issues raised by previous or recent trainees evaluations as sent to you in Sept  a) Any whole school issues?    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_b) Any subject specific issues? | Comments |
| Comments |
| 5 Any Issues raised on previous visit by SLO last year re: your school programme | Whole school |
| Subject specific |
| 6 Professional Mentor’s support and general **involvement with** **trainees**, such as   * meetings? * PM reviews? * CPD input? * Joint lesson Observation with mentor? * Covid restrictions if any? |  |
| 7 Issues raised on Mid Placement Review re   * areas of support not covered well yet * any wide discrepancies * Usefulness of Mid Placement Survey * SMs’ support |  |
| 8 In light of school situation any opportunities for trainees’ wider school involvement, e.g.:   * Pastoral/Form teacher * PHSE/SEND/EAL/CITIZENSHIP/SRE * Parents ‘evenings’ and contacts * Extra-curricular/sport/clubs/drama * On line teaching? Target groups? |  |
| 9 Access to and use of school IT, e.g.:   * Pupil/class data/levels/targets * School policies * Personal use * Use with classes IWBs/DPs/Laptops? * On –line teaching? |  |
| 10 **PM’s involvements with own mentors?**   * Selecting? Training? * Joint lesson observations and joint feedback-how managed * Memos/policies/procedures/docs egs * Early meetings – advice - expectations |  |
| 11 Other involvements with University:   * CPD/subject delivery at Uni - Offers? * Selection and recruitment sessions? * PM advisory and showcase meetings? * Joint working parties and projects? |  |
| 12 New school initiatives to share or research to start with us? egs Disadvantage?  Staff well-being? Marking and workload?  Attainment 8? Progress 8? Exam preparation?  Revising and memorising techniques?  On line teaching? Covid restrictions? Inclusion? ECTs |  |

### 30. Memo to Subject Mentors

Memo to PGCE Subject Mentors Date .......................................

Peter Marks or another School Liaison Tutor from the University of Manchester is meeting with me on

........................................................................... at ................... to discuss:

the University programme and our support and training for the trainee teachers here.

S/he would like to look at **trainees’ ROAD entries or at least the** –**RoAD** **monitoring sheet** re such as - lesson observations - weekly mentor meetings - signpost of evidence – mid-placement reviews and especially help from us with trainees’ progress

1 PLEASE ASK TRAINEES TO SHARE THEIR LINKS TO THEIR ON-LINE RoADS

**2. Please quickly use and send to me the Monitoring Sheet by asking your trainees to show you their RoAD entries the day before the visit to allow me to review their progress**

**S/He is ALSO interested in YOUR VIEWS ON THE mentor feedback sURVEY**

**PLEASE RETURN TO ME OR FOLLOW THE LINK TO DO THE ELECTRONIC SURVEY**

Thank you

### 31. Subject Mentor’s Feedback Survey Re University Support

NOTE: Subject Mentors can complete an online survey via a link prior to the SLT face to face or virtual visit to your school – see [section 52](file:///C:\Users\mewxsmf5\Documents\SLO%20work%20from%20Sept2021\for%20TP2%20updated%20handbook%20etc\Jan%20PM%20HANDBOOK%20UPDATED.doc#_52._SM_Pre-visit)

**Please Return To Professional Mentor As Soon As Possible For Discussion During University Visit, The Survey Comments will be passed on to Uni Subject Leader for further follow up if needed**

School ....................................................... Professional Mentor .................................................Subject ................................................... Date ......................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject mentors’ judgements or comments on these topics** | **Good features?** | **Any problems?** | **Suggestions?** | **University response during visit if shown** |
| M1 Appropriateness, quantity and quality of subject documentation and web site materials from University |  |  |  |  |
| M2 Understanding and awareness of your mentoring role with the University. |  |  |  |  |
| M3 Subject links with University- training -the programme, meetings, updating, letters, emails, response to concerns etc. |  |  |  |  |
| M4 On–line RoAD and guidance notes – your understanding and ability to help trainees. |  |  |  |  |
| M5 University tutor’s visits or ZOOM support (including extra support for you and trainee if there are any problems). |  |  |  |  |
| M6 Joint lesson observations and joint follow up discussions with tutor and trainee. |  |  |  |  |
| M7 Your understanding and confidence in assessing the trainee’s achievements? |  |  |  |  |
| M8 Preparedness and attitudes of trainees **as appropriate to the time of year** in the course and the present circumstances. |  |  |  |  |
| M9 Awareness and usefulness of DFE National Mentor Standards |  |  |  |  |

### 32. Monitoring School Support QA/QE Proforma - Copy sent/left for the school/college

School/College.. Professional Mentor… Date..... SLT …… Placement Full week no ………

|  |  |
| --- | --- |
|  |  |
| New PM? and any new subject mentors trained by us? |  |
| Any meetings or working parties or recruitment/assess centres? |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee Name & Subject Area | | | Placement No | **Details from the Trainees’ RoAD and discussion with PM** | | | | | | | | | | **Any Issues raised on the mid-placement reviews?** | |
| RoAD organised | Induction  Eval form | School CPD record | Lesson Observations | | Weekly Mentor Meetings | Progress Matrix  started | | PM review | Attendance Record |
| Number | Quality | Mentors? | Trainees? |
|  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |
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| **CODES:** ✓ = going well; ? = needs looking at; 🗶 = poor/missing | | | | | | | | | | |  | | | | |

### 33. Whole school snapshot given to school

School/College.. Professional Mentor… Date..... SLT…. Placement Full week no ………

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| General characteristics and information – e.g. Pupil Premium? | | | | | | | | |
| Latest OFSTED – Date: **Notes:** | | | | | | | | |
| WHOLE SCHOOL SNAPSHOT | | QUALITY | | | | AREAS TO DEVELOP (IF ANY) | | |
| Induction programme, documents, policies, trainees’ early activities. | |  | | | |  | | |
| CPD Professional Studies Programme, range, coverage, repeats in TP2 | |  | | | |  | | |
| Wider school activities opportunities COVID including PHSE – SEN – FTS – TAs – EAL - SRE | |  | | | |  | | |
| Professional Mentor’s Involvements e.g. Lesson observations, Review Meetings and target setting with trainees-mentor support | |  | | | |  | | |
| Previous and current trainees’ feedback including Induction evaluations and mid-placement reviews | |  | | | |  | | |
| PM’s overall organisation and mentor support | |  | | | |  | | |
| **SUBJECT/TRAINEE DETAIL** |  | |  |  |  | |  |  |
| * Induction checklist |  | |  |  |  | |  |  |
| * Lesson observations |  | |  |  |  | |  |  |
| * Weekly meetings |  | |  |  |  | |  |  |
| * Progress matrix |  | |  |  |  | |  |  |
| * Progress reports incl. PM review |  | |  |  |  | |  |  |
| * Trainees’ feedback |  | |  |  |  | |  |  |
| * Mid-placement review |  | |  |  |  | |  |  |
| * Areas to develop |  | |  |  |  | |  |  |
|  | | | | | | | | |

|  |  |
| --- | --- |
| **School Liaison Tutor:** | **PM:** |

### 34. Promoting Paired Placements - Suggestions And Or Informal Cooperation

**YOU MAY FIND THIS USEFUL TO DISCUSS WITH hodS**

Our experience shows that paired Placements have great value for many trainees, schools and university partners. They are not suitable everywhere, but we strongly encourage all schools and mentors to seriously consider the following list of potential benefits.

**Benefits to trainees**

• Trainee peer support: problem-solving together, sharing resources, facilitating good communication,

• Sharing subject expertise,

• Reciprocal peer observation and analysis of lessons: enhancing performance and critical reflective abilities,

• Team working skills through joint responsibility for some lessons / classes,

• Learning through innovation and risk-taking in a more supportive environment.

**Benefits to schools and mentors**

• Trainees often settle in more quickly than when they are the only newcomer to a department,

• Two trainees with a class can provide additional support and challenge for pupils,

• An additional adult can improve the learning environment in a class,

• Classroom management is improved, facilitating a larger range of classes,

• Joint feedback to trainees can increase their rate of learning to the benefit of pupils.

**Problem-solving**

• Mentors have found that it is just as easy to deliver the weekly mentoring session to two or more trainees as to one

• And there is greater and often deeper discussion,

• Trainees’ mutual support reduces the demand on the mentor.

**How does it work in school?**

• Each trainee’s experience involves working with another trainee and the mentor,

• Solo teaching may or may not be planned jointly,

• Teaching to be delivered in a collaborative manner by the trainees may involve:

 *Shared class preparation and team teaching*

 *One lead trainee doing the planning and taking responsibility for a particular lesson, the other trainee assisting during the lesson*

 *Trainees taking individual responsibility for different groups of pupils within a classroom*

 *Separation of the class into groups with each trainee teaching different groups*

 *Mentor time will largely be shared, but with some time for individual discussion.*

**Trainee A term one (Trainee B will be vice versa)**

Three hours solo teaching: three hours teaching with trainee B acting as TA.

Three hours acting as TA for trainee B. Total class time required = 12 hours.

For six hours classes will have two trainees in together working as a team.

For six hours classes will have one trainee only, but they can help mentor each other.

### 35. Safeguarding Pack - including procedures for carrying out DBS checks etc

Link to Safeguarding Pack 2022-23 (Includes DBS and all other checks) – [click here](https://documents.manchester.ac.uk/display.aspx?DocID=54524)

### 36. Trainee Evaluations at the end of each placement experience 2023-2024

|  |
| --- |
| Name of School/College \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Subject Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Professional Mentor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Trainee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_🞎(tick if Schools Direct) |

**Please note that a copy of this proforma will be sent to each school/college for consideration. However, this will not be done until you have finished your PGCE course.**

Please summarise your views of this school/college experience. Please ensure that all comments are professional and not personal:

Positives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Problems: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Using the scoring scheme shown below, please circle the number which most adequately describes the following:  1 Very good with outstanding features 2 Good with no significant weaknesses  3 Adequate but requiring improvements 4 Poor quality  in some areas | | | | |
| **A. Whole School Area, Professional Mentor and School Experts** | | | | |
| 1 Welcome, induction and introduction into school; ethos, background, organisation and context. | 1 | 2 | 3 | 4 |
| 2 Provision and explanation of appropriate school information (e.g. policies, summaries, extracts, documentation, mini handbooks ?) | 1 | 2 | 3 | 4 |
| 3 Provision of Educational Professional Studies (CPD ) support and meetings on a variety of topics, e.g. assessment, behaviour, safeguarding, pupils’ progress etc. | 1 | 2 | 3 | 4 |
| 4 Access to ICT facilities for use in teaching situations with classes e.g. interactive white boards, data projectors, devices etc. | 1 | 2 | 3 | 4 |
| 5 Encouragement and opportunities to participate in wider school activities (e.g. form tutor role, staff meetings, parents/open evenings, extra-curricular activities). | 1 | 2 | 3 | 4 |
| **B. Subject Mentor and Departmental Support and Training** | | | | |
| 6 Provision and explanation of subject handbook, documentation on department policies, schemes of work, marking, workload, etc etc. | 1 | 2 | 3 | 4 |
| 7 Support and advice on lesson planning. | 1 | 2 | 3 | 4 |
| 8 Support and advice on teaching strategies and delivery inc pupils’ progress. | 1 | 2 | 3 | 4 |
| 9 Support and advice on classroom management strategies including behaviour for learning, rewards and sanctions. | 1 | 2 | 3 | 4 |
| 10 Support and advice on departmental marking, monitoring and assessment. | 1 | 2 | 3 | 4 |
| 11 Weekly detailed written and other oral feedback on lessons. | 1 | 2 | 3 | 4 |
| 12 Weekly meetings with your mentor to discuss progress and targets. | 1 | 2 | 3 | 4 |
| 13 Support and advice on supporting children with individual needs, e.g. SEN/D, EAL/TAs/Pupil Premium /Statemented pupils EHC certs? | 1 | 2 | 3 | 4 |
| **C. Summary** | | | | |
| 14 Your school/college experience overall. | 1 | 2 | 3 | 4 |

### 37. Evaluation by Subject Mentors of the University PGCE Programme and Support 2023-24

To be completed by Subject Mentors in partnership schools/colleges in December, April and/or June to give feedback on University Programme and support

Name of school/college \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What routes were your trainees following? Non-School Direct (core) only 🞎 School Direct only 🞎 Both 🞎

Please summarise your views on the university PGCE programme and support:

Positives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Using the scoring scheme shown below, please circle the number which most adequately describes the quality of the following aspects in relation to the university PGCE programme and support:

1 = very good with outstanding features 2 = good with no significant weaknesses

3 = adequate 4 = poor quality

*Please feel free to add any specific comments either above or in the space below each aspect*

1 Awareness of your role, procedures and responsibilities as a mentor. 1 2 3 4

2 Appropriateness and quality of Uni subject materials or subject handbook. 1 2 3 4

3 University tutor visits to schools. 1 2 3 4

4 Support for mentors, e.g. updating, extra visits if problems arise, etc. 1 2 3 4

5 Usefulness of the meetings at the university and/or mentor training. 1 2 3 4

6 The RoAD booklet for tracking and supporting trainees’ progress. 1 2 3 4

7 University based elements of the programme as preparation for trainees’  
school experiences. 1 2 3 4

8 How well prepared the trainees are when they come to you for their school  
experience as per PLACEMENT and the time of year in their course. 1 2 3 4

9 Overall grade for university subject provision and support. 1 2 3 4

### 38. Evaluation by PMs of the University PGCE Programme and Support 2023-24

To be completed by Professional Mentors in partnership schools/colleges in December, April and/or June to give feedback on university programme and support

Name of school/college \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Professional Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What routes were your trainees following? Non-School Direct (core) only 🞎 School Direct only 🞎 Both 🞎

Please summarise your views on the university PGCE programme and support:

Positives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Issues: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Using the scoring scheme shown below, please circle the number which most adequately describes the quality of the following aspects in relation to the university PGCE programme and support:

1 = very good with outstanding features 2 = good with no significant weaknesses

3 = adequate 4 = poor quality

*Please feel free to add any specific comments either above or in the space below each question*

1 Appropriateness and quality of University P M handbook and training 1 2 3 4

2 Enabling you and the school to feel valued and competent as a partner. 1 2 3 4

3 Enabling awareness and understanding of your own role and responsibilities 1 2 3 4

4 General Support for Professional Mentors, e.g. meetings, updating, emails, if  
problems arise; documents; resources CD. 1 2 3 4

5 Visit from School Liaison Tutor - discussion, advice, feedback, helpfulness 1 2 3 4

6 General systems of administration and communication. 1 2 3 4

7 Overall grade for university provision and support. 1 2 3 4

### 39. Selected extracts from Flixton Girls School

* **1. Positive strategies to improve behaviour and learning**
* **2. Safeguarding**
* **3. Securus-Internet and social media**
* **4. CPD Professional Studies Programme**
* **5. Form tutor activities**
* **6. Prompts for observing peers and teachers**
* **7. First lesson advice –Positive strategies**
* **8. Useful Web sites**

**Positive Strategies to improve behaviour and learning**

The following strategies are tried and tested ways of dealing with difficult situations positively:

 Give praise…lots of it

 Don’t lose your cool and start shouting

 Don’t back students into a corner

 Use simple prompts like eye contact, teacher proximity

 Follow up actions – don’t make idle threats

 Don’t negotiate on sanctions – be consistent

 Use the seating plan

 Smile lots, be proactive – don’t just sit there!

 Walk around the class and quietly check girls are happy with their work

 Insist on good standards

 Show a genuine interest in the lesson – be involved

 Use appropriate humour—avoid sarcasm

 Support students to feel secure

 Use the class register – refer to students by name

**Safeguarding**

**Safeguarding our Pupils**

At Flixton Girls’ School we use the latest methods and procedures recommended by the Government on how to safeguard pupils. All staff will receive training on Safeguarding during INSET allocation in September.

**Securus**

An important part of this initiative is software which monitors school computers for issues of concern or misuse. This falls in line with our Acceptable Network and Internet Use Policy Statement—Extra protection for pupils when they use computers at school.

Most lessons today involve computers and the internet as an important part of learning. Young people use computers outside of the classroom and at home too, as a way of keeping in touch with each other and learning about the world. There are many positive benefits to technology, but to ensure young people are safe, especially online, schools do need to provide a level of guidance and supervision.

**Computer monitoring**

The monitoring software is called Securus. This is currently installed and monitoring has begun. The software gives pupils and staff the freedom to use the internet and computer programs responsibly, whilst capturing misuse and unacceptable behaviour.

**How it works**

The software detects when swear words, abusive language or explicit images appear on-screen. All programmes and websites are covered including email, instant messaging, sites like Facebook and MySpace and Microsoft Word. A record is taken of any misuse or cause for concern, along with the identity of the user. Designated staff will review the records and decide if action needs to be taken.

**What it prevents**

The designated staff are alerted to pupils using bullying or threatening behaviour and inappropriate websites. It also gives an early warning to potentially harmful situations, like predator grooming, drugs or signs of depression or suicide. Evidence helps staff choose the best course of action, from support for victims of bullying, protecting a vulnerable child to confronting a pupil who is acting inappropriately.

Because pupils know they’re being monitored, Securus also provides a powerful incentive for pupils to use ICT safely and concentrate in lessons. Learning good habits at school prepares young people for life beyond the school gates.

A copy of the Acceptable Network & Internet Use policy is available on our website or on request from the school office.

**Social networking guidance for staff**

1. The open nature of the internet and social networking means that every member of staff should take active steps to protect themselves by taking some simple precautions. The information below offers some thoughts as to what to do to safeguard yourself and to avoid compromising your professional position.

**Protect your professional reputation**

2. Your professional reputation is an essential part of your current and future career so managing your online reputation is essential. Think carefully before posting information online about the school, staff, pupils or parents – even if your account is private.

Comments that are made public could be taken out of context and could be very damaging. The language you use is important, as abrupt or inappropriate posts may lead to complaints. Anything that you post online is potentially public and permanent.

3. Think carefully as to how you present yourself when you post images or when joining a group or ‘liking’ pages. These choices say something about you. An employer may reasonably believe that a recognisable member of staff putting an inappropriate post or image in the public domain will lower the reputation of the school and that could be a basis for disciplinary action. It is an implicit condition of employment that an employee owes a duty of loyalty to an employer.

**Choose your friends carefully**

4. Think carefully about whom you are friends with online and which friends can access what information. The school strongly advises that you do not accept friend requests, or requests to follow you, on your personal accounts from pupils, past or present, or from parents at your school. By accepting such requests, you could be making yourself vulnerable by sharing personal information or by having access to personal information about pupils. This could leave you open to allegations of inappropriate contact or conduct and you could find yourself exposed to unwanted contact.

**Privacy settings**

5. It is important that when using social networking websites, you are in control of who can see your account details and content including photos and albums, posts, status updates and any personal information. On Twitter, you can set your account to private by going to ‘view my profile page’, selecting ‘account’ from the menu, and then clicking the ‘Protect my tweets’ option – this will allow you to either accept or decline requests to follow you.

6. For Facebook, choosing the ‘Friends only’ setting (accessed via the ‘Privacy settings’ link on the top right of your wall) for every option would enable you to achieve a good degree of privacy. However, you can customise each option further and limit the information that certain people can see. It is always useful to use the ‘view as’ option, to check how your profile appears to others, and that the information you want to remain private or for ‘friends only’ is not visible to everyone. If you are not entirely sure about how to use all the settings, treat all of the information that you post as being available to everyone and act accordingly.

7. It is a good idea to remove any friends, or customise the privacy settings for current friends, if access to your personal activity could compromise your position. It is important, regardless of which setting you use, that you think about what you post because ‘friends’ settings do not guarantee privacy.

8. Be careful as well about comments you post on your friends’ walls because if their profile is not set to private, your posts will be visible to everyone. Sharing content with others could mean that you lose control of it; for example, friends could pass on your information.

9. Always use a strong password that contains a combination of upper and lowercase letters, and numbers and ensure that it is at least six characters long. Get in the habit of logging out after you have finished online. Not logging out means the next user can access your social networking account. Do not ever select the ‘remember this password’ option when logging on to a site as others may later be able to access it. If you access social networking through an application on your mobile phone, set a PIN or passcode for the phone, so if you lose or mislay it, access to your account is still protected.

10.Ensuring that you have robust security settings on your social networking accounts could prevent them from being hacked. If an employee has kept up a reasonable degree of security and if the hacker clearly had to get through serious barriers, then the exposure of material could be excusable; there was a reasonable expectation of privacy. However, if confidential information that should have remained within the organisation has been revealed, the fact that the leak has been exposed by a criminal is irrelevant. Manage what others post about you online.

11.Search your name regularly online to monitor any content about yourself. This enables you to see what others can and provides an opportunity for you to delete anything that may compromise your reputation. Be aware of what monitoring, if any, is carried out by the school.

12.Other people could post images on their profile in which you are named, so think about any photos you appear in. On Facebook, you can ‘untag’ yourself from a photo. If you do find inappropriate references to you and/or images of you posted by a friend online you should contact them and ask that the content be removed.

13.Alternatively, you could go directly to Facebook to request that it be removed, although it will be Facebook’s judgement as to whether they should be taken down or not.

**Online harassment**

14.Sometimes remarks aimed at an individual in the school, go beyond inappropriate and become offensive and abusive. The best option can be not to draw attention to these or escalate the issue, as when ignored the offended party may give up and the remarks end up being seen by a handful of disgruntled individuals. However, if this continues it can become harassment.

15.The school has a duty of care as your employer to protect you from harassment. The first course of action would be to contact the service provider to have the offending remarks deleted or website closed down. If this is not successful, the school may consider it appropriate for to take legal action (or make use of the employer’s legal advisers) to tackle the issue - both because the school should be protecting its employees from harassment and because such a slur on an employee is also a slur on the Flixton Girls’ School.

16.Another possibility is to approach the police. If the comments are offensive enough and frequent enough it might mean that they can be counted as harassment in the criminal sense.

17.Unfortunately, it is difficult to make a legal case for defamation. For a statement to be defamatory, it must tend to lower the claimant in the estimation of right-thinking members of society generally. A statement that amounts to an insult or is mere vulgar abuse is not defamatory. This is because the words do not convey a defamatory meaning to those who heard them (simple abuse is unlikely to cause real damage to a reputation).

18.Before you make a decision as to how you wish to proceed, take into consideration that you will wish to minimise any publicity and this will be a factor in your decision-making.

### 40. Prompts for Trainees when Observing Teachers or Others

**Make notes and comments below on what you see and think**

|  |  |
| --- | --- |
| Prompt clear start to lesson |  |
| Resources prepared and available and differentiated appropriately |  |
| Appropriate timing and phasing of different parts of the lesson |  |
| Matched to class ability and linked to previous work |  |
| Tasks broken down into small steps |  |
| Maintain pupils’ attention |  |
| Effective plenary |  |
| All based on clear planning, including learning objectives and activities matched to ability |  |
| Encourage pupils to talk about their learning |  |
| Variation of tone, volume and pace of voice |  |
| Clarity of explanation |  |
| Awareness of individual pupils |  |
| Clear, consistent rules identified. Pupils follow rules. Acts to pre-empt inappropriate behaviour. |  |
| Uses praise to promote positive attitudes |  |
| Teacher impact helps pupils make progress and learn |  |
| Pupils sustain concentration and perseverance |  |
| Pupils are courteous |  |
| Pupils work collaboratively |  |
| Pupils show initiative and take responsibility |  |
| Pupils show self-control and independence |  |
| Pupils listen attentively and progress |  |
| Copes securely with pupils’ subject-related questions |  |
| Spots and remedies pupils’ errors and misconceptions |  |
| Presents key ideas, using appropriate vocabulary and well-chose examples |  |
| Effective questioning – pace and adaptive teaching |  |
| Sets challenging class/group/individual tasks |  |
| Identifies and caters for special learning needs e.g. SEN, high ability, E2L |  |
| Delivers lesson with appropriate structure, pace and timing. Clear presentation-good pupil learning |  |
| Manages adult support effectively to enhance learning opportunities |  |
| Assesses how / if learning objectives have been achieved |  |
| Gives accurate well-placed explanation to pupils; listens carefully to pupils’ responses, analyses and responds constructively |  |

### 41. First Lesson Advice

**ADVICE FOR YOUR FIRST LESSONS OF THE YEAR**

The first lesson is the best opportunity you will have to create the right atmosphere and establish your expectations for the rest of the term. The pupils do not know you and they will be tentative and malleable: make the most of this and set the tone!

Make a strong impression and “power” dress – it will pay dividends for the weeks ahead.

Overall, the lesson should be mainly teacher led with you giving instructions and the pupils getting used to following them. This will establish routine for the future.

Here are some ideas for your first lesson:

1. Arrive on time, greet them at the door, but get them straight in as the corridors can get busy!

2. Have something on the desks for pupils to get on with straight away. Set a time limit.

3. Once everyone has arrived, tell the pupils the starter time is up and introduce yourself.

4. Take the register insisting on silence; be firm with anyone who breaks this – it will set the tone.

5. Put the group into a seating plan.

6. Write their names onto a plan, to enable you to start addressing them.

7. Have them set their books out on the desk so you can glance at their name too, this is powerful.

8. Tell the class the sort of levels you are expecting from them - get them used to your academic expectations.

9. At the end of the lesson, after a plenary, ensure the group are stood behind their chairs quietly before you dismiss them (row by row?).

10. Have spare pens, pencils and tissues at the ready – this will help minimise disruption.

**Essential Classroom procedures to ensure Effective Teaching and Learning and Maintenance of Positive Student Behaviour.**

1. Work with the School Behaviour Policy: Refer to your class rules and procedures on a regular basis. Actively teach your students about your rules. Regularly remind students of the rules. Do not assume that they will remember them. Ask “what’s our rule for eating/dropping litter/calling out” and then deal with the incident.

2. Plan for good behaviour: Classroom practice does not leave the behaviour of students to chance. Use the sanctions but ensure you have used those teacher strategies which are very effective for dealing with issues calmly, promptly and effectively – see “Positive strategies” notes below. Your plan will take account of the wide range of supportive strategies that you can use to encourage, support and correct your students. Practice your strategies and use them consistently.

3. Model behaviours you wish to see: Remember that your students look to you for an example of legitimate adult behaviour. Teachers who use verbal or physical hostility in their classrooms are legitimising the very same behaviour in their students. If you want your students to treat you respectfully, the process must start with you. The only behaviour that you can absolutely control is your own. Use your own behaviour to help model and manage the behaviour of students.

4. Discipline with dignity, correct with compassion: Create win-win situations. Do not back students into psychological corners-always leave them a graceful way out.

5. Actively build trust: Do not assume that your students will automatically trust that what you are doing is in their best interests. Their previous experiences of adults, both inside and outside education, may lead them to very different conclusions. Be consistent and make sure that you always demonstrate that you have their interests at heart. Accept that both you and they have “off days.” Trust is something that develops over time.

6. Grudges break relationships – repair relationships as often as is needed: Just because a student has made some poor choices about their behaviour does not mean that you have to avoid saying anything positive to them. Some teachers think that just because they have has to correct a student’s behaviour it means that they avoid all forms of praise from that moment on. If anything, the very opposite is true. We should look even harder to “catch them being good” and repair working relationships as soon as possible. You are the adult.

7. Follow up your actions: Always follow through with the choices your students have made. This is particularly true with applying sanctions. Striking bargains or deals with students will undermine your credibility and our partnership as teachers. Avoid undermining colleagues in other classes by allowing students to wear coats/listen to iPods etc. as a special treat.

8. Actively take steps to reduce confrontation: Realise that the only person you can control is yourself. You can manage the behaviour of students, but you cannot control it. Recognise that when a student challenges your instructions that they are not making you less of a teacher. They are simply doing what young people have always done (and probably always will) - challenge adults. Stay calm, use rehearsed language patterns and stay focused on your classroom rules.

9. Hold high expectations: One of the single greatest deterrents of students’ eventual educational achievement will be the expectations their teachers have of them. If you have low academic and social expectations of your students then they often live down to this.

10. Actively develop and use a wide range of intervention strategies: The more choices you feel you have in responding to examples of unacceptable behaviour, the more relaxed you will become and the more confident you will feel.

11. Ensure that your corrective consequences are fair and logical: Wherever possible make a direct connection between the consequences the student is choosing and their actual behaviour. Be seen to be fair. Do not issue whole class consequences because of the behaviour of a few.

12. Stay happy: Some teachers fall into the trap of psychologically investing too much into their discipline transactions. This is not healthy as life is too short! Having a bad lesson or a bad week happens to us all. It is not a reflection of your qualities as a person.

**Positive Strategies (1)**

The best strategies for managing behaviour are ones which are related to how you prepare for your lessons and they tone that you set in the lessons themselves. Below is a list of essentials for every lesson:

* Be happy and confident: Students often feed off the tone that is set by the teacher. If you are confident and relaxed, they will pick up on it.
* Set your expectations high: Remind students about where they are in their learning, where they are going and what you want them to achieve.
* Set clear objectives: Students need to understand what they are expected to learn, so explain it to them. Use simple lesson objectives; refer to them during the lesson. This includes teaching students your objectives for positive and calm classroom behaviour.
* Use different approaches and a range of resources: Students learn in different ways and while it is not possible to accommodate everyone all the time be aware that different stimuli keep your lesson engaging and exciting.
* Be early: The easiest way to start the lesson well is, if possible, to be there before the students. It gives you the chance to welcome them and set the tone for the lesson.
* Allow time for reflection, use different group dynamics: Two strategies which really go together and are about involving the students in their own learning, whether it be talking about what and how they have done or working with others on shared and negotiated tasks.
* Model the behaviour you wish to see: Show respect and be sensitive. If you prepare well, mark books, feedback, take an interest in students and don’t shout and lose your temper, the students are more likely to see you as someone in control who is fair and worth working with.
* Use starters, plenaries and lesson protocols: Students learn well if they recognise the structures in your lessons or in the way that you set out your lesson/room. They begin to set the pattern and the tone themselves and to start thinking in ways you want them to without asking.
* Talk to other staff: There is a wealth of experience and talent in all colleagues!! It is often the case that some difficult groups/students are not difficult for someone else. Talking and sharing strategies is a great idea.

**Positive Strategies (2)**

The strategies listed below are all suggestions from teachers. They are not going to be right for everyone, but they are all tried and tested ways of dealing with difficult situations positively.

1. Give praise…. lots of it.

2. Get familiar with and use the School Behaviour Policy.

3. Don’t lose your cool and start shouting.

4. Don’t back students into a corner.

5. Use simple prompts like eye contact, teacher proximity; use “pause” and be prepared to walk away while your instructions are complied with.

6. Give students a choice

7. Give praise…lots of it.

8. Separate student from audience.

9. Follow up your actions.

10. Don’t negotiate on sanctions.

11. Give praise…. lots of it.

12. Use a seating plan.

13. Smile a lot.

14. Insist on good standards.

15. Show respect and trust and don’t overreact…they are children…you’re the adult professional.

16. Use humour

If students make lots of mistakes…support them. Make students feel secure. Give praise…lots of it.

There are only a few students who do not respond to strategies around school. In the end they may have to be dealt with by our escalating system which may eventually lead to exclusion. Keep an eye out for information so that you know where difficult students are and what sanctions (e.g. reports) are currently in force.

### 42. Subject/Professional Mentors’ mid-placement views of school input

To be completed approx. 3 weeks before end of placement and before the Professional Mentor Review

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainee full name:** |  | **School/College:** |  |
| **University tutor:** |  | **Subject Mentor:** |  |
| **Subject area:** |  | **Date:** |  |

**Whole school areas – Organised by Professional Mentor (**use X**)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Done** | **Partial** | **Not Yet** |
| 1. Welcome and **induction** into **whole school** organisation, ethos and expectations including Behaviour/Rewards/Sanctions/Health & Safety/Safeguarding. |  |  |  |
| 1. Provision of appropriate, selected whole school information, e.g. documentation, policies, ITT handbook, expectations. |  |  |  |
| 1. Provision of CPD Programme of topics as recommended for this term in handbook. |  |  |  |
| 1. Access to IT for personal use and school data and policies |  |  |  |
| 1. Planned opportunities and encouragement to participate in wider activities, e.gs. Form teacher, contact with parents, British Values extra-curricular activities, school INSET-. PHSE –SEN etc. |  |  |  |
| 1. Provided with information on the roles and responsibilities of a range of adults supporting pupils e.gs. Safeguarding, SMT, TAs, SENCO -EAL – pastoral etc. |  |  |  |

**Subject specific support – Subject Mentor input (**use X**)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Done** | **Partial** | **Not yet** |
| 1. **Departmental induction**; provision of subject handbook, policies, schemes of work, wellbeing , workload etc. |  |  |  |
| 1. Advice and support on **lesson planning**, content, adaptive teaching, variety, to help with pupil learning and progress etc. |  |  |  |
| 1. Help with developing appropriate **subject knowledge**: National Curriculum, KS3, KS4, Post-16, SEN/EAL, Examinations. |  |  |  |
| 1. Advice and support on **planning**, teaching, rewards and sanctions, behaviour and class management strategies. |  |  |  |
| 1. Advice and support on **marking and assessment**, feedback and target setting, purposes, to raise pupils’ standards and influence future planning to improve pupil learning and progress. |  |  |  |
| 1. Weekly **formal written feedback** on lessons is appropriate and helpful. Also some informal oral feedback. |  |  |  |
| 1. Weekly timetabled **mentoring sessions** to review progress, discuss issues, set targets, |  |  |  |
| 1. Advice, support for and monitoring of the trainee’s RoAD. |  |  |  |
| 1. Advice, support and opportunities to use **IT with teaching** groups eg IWBs, data projector, lap tops, other devices |  |  |  |
| 1. Timetable which provides opportunities to observe or work with a range of **other colleagues** with a variety of roles such as SEND TAs, EAL – PHSE **where relevant and possible.** |  |  |  |
| **pto for comments suggestions and targets** | | | |

**Any comments or suggestions for the school’s input or the trainee’s development?**

**From Professional Mentor - Comments**

|  |
| --- |
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|  |

**From Subject Mentor - Comments and targets:**

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|  |
|  |

**Please keep a copy but pass/email this back to Professional Mentor for perusal (and follow up where necessary).**

### 43. Trainees’ mid-placement views of school’s input

To be completed approx.3 weeks before end of placement and before Professional Mentor Review, copied/emailed to/ for tutors and passed on to Professional Mentor for review.

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainee full name:** |  | **School/College:** |  |
| **University tutor:** |  | **Subject Mentor:** |  |
| **Subject area:** |  | **Date:** |  |

**Whole school areas – Organised by Professional Mentor’s (**use X**)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Done** | **Partial** | **Not Yet** |
| 1. Welcome and **induction** into **whole school** organisation, ethos and expectations including Behaviour/Rewards/Sanctions/Health & Safety/Safeguarding. |  |  |  |
| 1. Provision of appropriate, selected whole school information, e.g. documentation, policies, ITT handbook, expectations. |  |  |  |
| 1. Provision of CPD Programme of topics as recommended for this term in handbook. |  |  |  |
| 1. Access to IT for personal use and school data and policies |  |  |  |
| 1. Planned opportunities and encouragement to participate in wider activities, e.gs. Form teacher, contact with parents, British Values extra-curricular activities, school INSET-. PHSE –SEN etc. |  |  |  |
| 1. Provided with information on the roles and responsibilities of a range of adults supporting pupils e.gs. Safeguarding, SMT, TAs, SENCO -EAL – pastoral etc. |  |  |  |

**Subject specific support – Subject Mentor input (**use X**)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Done** | **Partial** | **Not yet** |
| 1. **Departmental induction**; provision of subject handbook, , policies, schemes of work, wellbeing , workload etc. |  |  |  |
| 1. Advice and support on **lesson planning**, content, adaptive teaching, variety, to help with pupil learning and progress etc. |  |  |  |
| 1. Help with developing appropriate **subject knowledge**: National Curriculum, KS3, KS4, Post-16, SEN/EAL, Examinations. |  |  |  |
| 1. Advice and support on **planning**, teaching, rewards and sanctions, behaviour and class management strategies. |  |  |  |
| 1. Advice and support on **marking and assessment**, feedback and target setting, purposes, to raise pupils’ standards and influence future planning to improve pupil learning and progress. |  |  |  |
| 1. Weekly **formal written feedback** on lessons is appropriate and helpful. Also some informal oral feedback. |  |  |  |
| 1. Weekly timetabled **mentoring sessions** to review progress, discuss issues, set targets, |  |  |  |
| 1. Advice, support for and monitoring of the trainee’s RoAD. |  |  |  |
| 1. Advice, support and opportunities to use **IT with teaching** groups eg IWBs, data projector, lap tops, other devices |  |  |  |
| 1. Timetable which provides opportunities to observe or work with a range of **other colleagues** with a variety of roles such as SEND TAs, EAL – PHSE **where relevant and possible.** |  |  |  |

**pto for comments suggestions and targets**

**Any reflections or self-evaluation by trainee on areas for extra support needed in last few weeks?**

**To Professional Mentor – Trainee’s requests:**

|  |
| --- |
|  |
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**To Subject Mentor – Trainee’s requests:**

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**Please keep a copy but pass/email this back to Professional Mentor for perusal (and follow up where necessary).**

|  |  |
| --- | --- |
| 44. Review Meeting with Professional Mentor 1 To review and gain an overview of trainee’s progress (*two weeks of placement* *left).*  2 To reflect on development in relation to the UoM ITE curriculum  3 To consider, discuss and set developmental targets or action in remaining two weeks.  4 To moderate subject mentors’ judgements so far. | **Trainee/PM to make notes on meeting below**  **Trainees should bring to the meeting:** two recent lesson plans with evaluations, two lesson observations, progress matrix  Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee. |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | |
| **Areas for scrutiny and discussion** | **PM comments and judgements.** | **Key areas for development for the remainder of this placement and next** | |
| 1 Progress Matrix – action plan, notes and summaries – review trainee’s progress with evidence where appropriate |  |  | |
| 2 **Core Area 3**: Planning: refer to two recent lesson plans. |  |  | |
| 3 **Core Area 3**: In lessons: refer to two recent lesson obs. and trainees’ own reflections. |  |  | |
| 4 Refer to mentor’s feedback and targets to the trainee – and the trainee’s response |  |  | |
| 5 **Core Area 5**: Wider school involvement, e.g., CPD, form group, extra curric, SEND, PHSE, RSE, events. |  |  | |
| **Professional Mentor to sign** | **Signature** | |

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### 44a. Review Meeting with Professional Mentor – Placement 2

1 To review and gain an overview of trainee’s progress (*two weeks of placement* *left).*

2 To reflect on development in relation to the UoM ITE curriculum

3 To consider, discuss and set developmental targets or action in remaining two weeks.

4 To moderate subject mentors’ judgements so far.

**Trainee/PM to make notes on meeting below**

**Trainees should bring to the meeting:** two recent lesson plans with evaluations, two lesson observations, progress matrix

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | |
| **Areas for scrutiny and discussion** | **PM comments and judgements.** | **Key areas for development for the remainder of this placement and next** | |
| 1 Progress Matrix – action plan, notes and summaries – review trainee’s progress with evidence where appropriate |  |  | |
| 2 Planning: refer to two recent lesson plans. |  |  | |
| 3 In lessons: refer to two recent lesson obs. and trainees’ own reflections. |  |  | |
| 4 Refer to mentor’s feedback and targets to trainee– and the trainee’s response |  |  | |
| 5 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events. |  |  | |
| **Professional mentor to sign** | **Signature** | |

### 44b. ­­­­­­­Review Meeting with Professional Mentor – Placement 3

1 To review and gain an overview of trainee’s progress (*two weeks of placement* *left).*

2 To reflect on development in relation to the UoM ITE curriculum

3 To consider, discuss and set developmental targets or action in remaining two weeks.

4 To moderate subject mentors’ judgements so far.

**Trainee/PM to make notes on meeting below**

**Trainees should bring to the meeting:** two recent lesson plans with evaluations, two lesson observations, Progress Matrix

Professional Mentors will typically spend 15/20 minutes discussing and reviewing documentation, sharing judgements and setting developmental targets with the trainee.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | | |
| **Areas for scrutiny and discussion** | **PM comments and judgements.** | **Key areas for development for the remainder of this placement and for the ECT year** | |
| 1 Progress Matrix – action plan, notes and summaries – review trainee’s progress with evidence where appropriate |  |  | |
| 2 Planning: refer to two recent lesson plans. |  |  | |
| 3 In lessons: refer to two recent lesson obs. and trainees’ own reflections. |  |  | |
| 4 Refer to mentor’s feedback and targets to the trainee– and the trainee’s response |  |  | |
| 5 Wider school involvement, eg. CPD, form group, extra curric, SEN, PHSE, RSE, events. |  |  | |
| **Professional mentor to sign** | **Signature** | |

### new logo jpeg45. A Revised Approach to Trainee Progression

**What differences will there be from last year:** Trainees are now required to make progress in relation to the UoM ITE Curriculum. Our system of trainee assessment is formative, rather than atomistic, but retains structured support for the less experienced mentor and to maintain comprehensive feedback. In the final placement, trainees are expected to demonstrate where they are *extending their practice* in areas which are personal to them.

**How will the simplified system work?**

Trainees require a clear view of how they need to progress in relation to the UoM ITE Curriculum. The **Progress Matrix** for each Placement is designed to do this. It has a focus on five significant areas of practice. Trainees will complete it as they go through each Placement, demonstrating where they are – indicating where some evidence for this can be found - and where they need to develop next. Overall, though, there will be less focus on evidence of achievement – less gathering of evidence to prove what is already known – and more time and effort on developmental conversations, and on specific targets, with associated actions.

The mentor will take account of the progress matrix when writing the **progress report.** Here,mentors will judge whether the trainee is broadly on track, or not, in each area of the curriculum (*subject and curriculum knowledge* | *planning and teaching* | *assessment* | *wider professional responsibilities* | *professionalism*). Feedback by the mentor here will summarise the progress made. The targets set by mentors will be even more crucial than they have been up to now, in highlighting the next areas for development.

**Developing practice through the UoM ITE Curriculum**

In Placements 2 and 3, the indicators on the Progress Matrix are set at a more demanding level, reflecting the trainee’s greater experience and practical knowledge of teaching. Trainees will again use it to demonstrate how they are progressing in relation to the UoM ITE Curriculum as trainees.

Previously, the continual question would have been ‘am I meeting the Standards? This doesn’t do justice to the very different skills, knowledge, experience, and commitment of trainees across the cohort. The standards are standardising, which is important, up to a point. But our expectations of trainees, embedded in the UoM ITE Curriculum, gives trainees the chance to show how they are extending their practice in their own way, in their own subject.

So, in Placement 2 or 3, with the agreement of their tutors and mentors, trainees may define a way in which they are **extending their practice**, with some specific focus of their own. For example, they could choose to focus on *teaching that emphasises and builds young people’s agency and courage; building a learning community in the classroom; negotiation in the classroom; specific elements of subject teaching development (use of models and analogies; process writing…); working with disadvantaged young people; developing pedagogies that link the subject to young people’s lives and future; making the classroom more inclusive; addressing social justice in the classroom; making hard things easy; developing rich questioning and assessment…* These are meant only as some possibilities among many. Their focus might relate to their pupil voice enquiry – this could provide strong and helpful synergy.

Trainees will compile evidence of **extending practice** in discussions with mentors, professional mentors and tutors, sharing and learning with peers, and applications for teaching posts. Evidence might include, for example:

* **Lesson resources, schemes of work:** illustrating the way they are extending their practice in particular ways – resources they have created or adapted; pedagogical approaches they are developing; curriculum developments in particular areas of their subject.
* **Young people’s responses:** showing how particular young people (anonymised!) have responded in particular ways, in response to the trainee’s pedagogical approach, etc.



### 46. Formative questions

For reference by mentor, trainee, tutor during the Placement and for the mentor in completing the progress report at the end of the Placement.

|  |  |
| --- | --- |
| ***Area of the UoM ITE Curriculum*** | ***Indicative formative questions – Placement 1*** |
|  |
| **Subject and curriculum knowledge**  Demonstrate good knowledge (S3) | In which areas of your subject knowledge do you now feel confident?  Can you break down complex ideas into appropriate stages or steps?  Can you help pupils to develop literacy, numeracy and oral expression through your subject?  In which topics have you started to understand ways of teaching? |
| **Planning and teaching**  Plan and teach good lessons (S4) including:  - Set high expectations (S1)  - Promote good progress (S2)  - Manage behaviour (S7)  -Adapt teaching to pupils (S5) | How do you start the planning of a lesson – and how do you know when you have planned it sufficiently?  How do you take account of what pupils have found easy and difficult in previous lessons?  What routines have you tried for the start and finish of a lesson?  Are you developing a range of tasks for different stages in the lesson?  How clear and concise are your introductions to tasks?  How do you adapt your voice to different purposes during the lesson?  How does your body language communicate your expectations to the class?  How do you help pupils to see links between lessons? |
| **Assessment**  Use assessment productively (S6) | Can you use questioning for different purposes?  How do you monitor progress of individuals and the whole class?  How do you help pupils to be clear about what they need to focus on next? |
| **Fulfil wider professional responsibilities** (S8) | Are you working constructively and professionally with colleagues, seeking advice and support from appropriate people?  Have you developed a manageable weekly routine for planning?  What roles are you taking in school, outside of lessons?  What are you learning by observing lessons?  What are you learning through reflection on your lessons?  What are you learning from feedback from other teachers? |
| **Professionalism**  Part 2: Maintain high standards of ethics and behaviour | Are you demonstrating that you can uphold public trust in the profession: treating pupils with dignity, maintaining appropriate professional boundaries, showing tolerance and respect to others, demonstrating reliability?  Are you demonstrating proper regard for the ethos of the school or college and the reasonable expectations placed on teachers?  Are you aware of and do you act within the law, and the statutory frameworks that set out your responsibilities as a teacher? |

These questions are derived the UoM ITE Curriculum, and therefore from our knowledge of how trainees develop, and what the challenges are at the start of their training.

### 47. PGCE Secondary Progress Matrix

**Placement 1**

|  |  |  |  |  |  |  |  |
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| **Core Area 1: Teacher Expectations** | | | | | | | |
| **High Expectations** | | | | | | | |
| **University of Manchester Curriculum Statements** | | **Practice Statements**  *Relevant features of your practice* | | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* | |
| Our expectations for and of young people can influence their achievements and life outcomes.  We are key role models who can influence pupils’ attitudes, values and behaviours.  Positive pedagogical relationships based on mutual trust and respect help young people to grow.  As teachers, our values, behaviours and mindset can affect pupils’ wellbeing, motivation and social engagement.  We can influence pupils’ growth and belief in themselves, by creating opportunities for them to feel valued and experience meaningful success.  We should question our assumptions about young people whose life experience differs from ours.  Having appropriately high expectations requires skill, effort and professional judgement, and is part of maintaining a positive classroom and school climate. | | *Build pedagogical relationships based on mutual trust and respect.*  *Use intentional and consistent language, including body language, that promotes challenge and aspiration.*  *Acknowledge and praise pupil effort and progress over time (task, lesson, topic, term…)*  *Create a positive classroom climate, where mistakes are seen as opportunities for learning.*  *Communicate your belief in every young person.*  *Set goals and tasks that appropriately challenge and stretch all pupils.*  *Adapt lessons so that all pupils have the opportunity to meet expectations and experience success within a rich curriculum.*  *Use questioning strategies that convey high expectations of all pupils and give all pupils opportunities to think and answer.*  *Notice and support the ways that pupils are extending their sense of themselves growing towards adulthood.* | | *eg. I want to try using ‘we’ instead of ‘you’ when setting up challenging tasks.* | | **University 1 (September / October)** | |
| Related university sessions inc. ITAPS (subject and EPS):  Reading:  Tutorial discussions:  Curriculum tools (e.g., ISPs): | |
| **Placement 1 experience** | |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* | |
| **Mid placement reflection:** *What have you learned so far in this core area? (~50 words)* | | | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~ 150 words)* | | | |
| **Behaviour for Learning** | | | | | | | |
| **University of Manchester Curriculum Statements** | | **Practice Statements**  *Relevant features of your practice* | | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* | |
| Positive reinforcement of routines and expectations can create an effective learning environment.  Maintaining a predictable and secure environment benefits all pupils but is particularly valuable for pupils with some special educational needs.  Building effective relationships is easier when pupils believe their feelings will be considered and understood.  Young people are motivated by extrinsic factors (especially perceived reward), and by intrinsic factors (their dispositions and values). Intrinsic factors can be shaped by extrinsic factors, over time.  Pupils’ investment in learning is influenced by their prior experiences and perceptions of success and failure.  The ability to self-regulate one’s emotions affects pupils’ ability to learn, and their achievement and life outcomes. | | *Positively reinforce established school and classroom routines.*  *Have and teach clear behavioural expectations (e.g., active participation, concentration).*  *Maintain a supportive, mutually respectful and inclusive learning environment, with a consistent system of reward and sanction and clear boundaries.*  *Use early and least-intrusive interventions as an initial response to low-level disruption and apply sanctions without giving attention.*  *Be consistent in response to pupils’ behaviour, in line with the wider system of behaviour for learning.*  *Give manageable, specific and sequential instructions, using consistent language, and check pupil understanding before a task begins.*  *Seek opportunities to develop positive relationships with parents and carers and engage them in the education of their children (e.g., proactively highlighting successes).* | |  | | **University 1 (September / October)** | |
| Related university sessions inc. ITAPs (subject and EPS):  Reading:  Tutorial discussions:  Curriculum tools (e.g., ISPs): | |
| **Placement 1 experience** | |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* | |
| **Mid placement reflection:** *What have you learned so far in this core area? (~50 words)* | | | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~ 150 words)* | | | |
| **Core Area 2: Subject and Curriculum Knowledge** | | | | | | | |
| **University of Manchester Curriculum Statements** | | **Practice Statements**  *Relevant features of your practice* | | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* | |
| Our subject knowledge as teachers is vital for effective planning and teaching.  Curriculum knowledge depends on, but is not limited to, subject knowledge.  Building our pupils’ confidence in using foundational concepts and ‘big ideas’ is highly productive.  Anticipating common misconceptions can facilitate well-planned lessons.  Knowledge and skills often need to be explicitly taught, to support pupils’ learning.  Pupils can think critically when they have familiarity with foundational concepts and knowledge, and work in a facilitative classroom environment.  All teachers should improve pupils’ literacy by explicitly teaching reading, writing and oral language skills within their subject. | | *Identify essential concepts, knowledge, skills and principles of the subject.*  *Provide opportunities for your pupils to learn essential concepts, knowledge, skills and principles of the subject, without fear of making mistakes.*  *Accumulate a collection of analogies, examples, explanations and demonstrations.*  *Use resources and materials aligned with the school curriculum.*  *Be aware of common misconceptions and discuss with expert colleagues how to help pupils become confident in using important concepts.*  *Draw explicit links between new content and the core concepts and big ideas in your subject.*  *Provide tasks that support pupils to learn key ideas securely.*  *Model reading comprehension by asking questions, making predictions and summarising when reading.*  *Model and expect high quality oral language; explicitly teach and revisit unfamiliar vocabulary.* | |  | | **University 1 (September / October)** | |
| Related university sessions inc. ITAPS (subject and EPS):  Reading:  Tutorial discussions:  Curriculum tools (e.g., subject knowledge audit): | |
| **Placement 1 experience** | |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD, reading:* | |
| **Mid placement reflection:** *What are you learning in this core area?*  *(~50 words)* | | | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | | | |

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| **Core Area 3: Planning and Teaching** | | | |
| **Classroom Practice** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning, and their attitudes towards themselves and others.  As teachers, we must create more inclusive lessons by our selection of examples and contexts, broadening representation and critiquing the assumptions in existing materials.  Effective teachers introduce new material in steps, linking new ideas to previous lesson content and learning.  Questioning is a vital tool for eliciting pupils’ prior knowledge, assessing understanding, breaking down problems, linking ideas and experiences.  Modelling can help pupils understand new processes and ideas, by making abstract ideas concrete and accessible.  Guides, scaffolds, worked examples and opportunities to practise can help pupils apply new ideas, and should be gradually reduced as their expertise increases.  Teaching pupils to plan, monitor and evaluate their progress - subject-focused metacognitive strategies - helps them to become more independent learners.  High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their language and understanding.  Paired and group activities promote high-quality talk, if pupils have sufficient guidance, support and practice on how to work together.  Relevant, well-planned homework can improve pupil outcomes. | *Plan activities around what you want your pupils to think hard about - new ideas and concepts, big ideas, applications and connections.*  *Use modelling, explanations and scaffolds.*  *Remove scaffolding only when pupils are achieving a high degree of success in applying previously taught material.*  *Select examples and contexts which promote awareness of diversity and injustice.*  *Give pupils the chance to consolidate and practise applying new knowledge and skills, with others and individually.*  *Practise different types of questioning.*  *Provide appropriate wait time between question and response, to encourage more extended and considered answers.*  *Begin explanations at the point of current pupil understanding.*  *Use words and images to communicate key points.*  *Narrate thought processes when modelling to make explicit how experts think.*  *Make opportunities for pupils to talk through their ideas, in whole class teaching and small groups.* |  | **University 1 (September / October)** |
| Related university sessions inc. ITAPS (subject and EPS):  Reading:  Tutorial discussions:  Curriculum tools (e.g., literacy audit, numeracy audit): |
| **Placement 1 experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |
| **How Pupils Learn** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| Learning involves a lasting change in pupils’ capabilities, skills, attitudes, values and understanding.  Learning is a social and cognitive process involving interaction with others.  Pupils learn by integrating new ideas with prior knowledge: committing some key facts to long-term memory supports more complex problem-solving.  Pupils are less likely to develop misconceptions if new ideas are well-scaffolded, and there are worked examples that take pupils through each step of a new process.  Working memory is less likely to become overloaded with careful planning.  Routines can support learning in the classroom: regular purposeful practice of what has been previously taught; quizzing pupils to retrieve information from memory; spacing practice so that pupils revisit ideas after a gap. | *Find out what pupils already know and explain how new content builds on prior knowledge.*  *Break complex material into smaller steps (e.g., use partially completed examples to focus pupils on the specific steps).*  *Model approaches to reduce the load on working memory.*  *Use group and pair work as a context for exploring new ideas and skills, and for practising steps.*  *Encourage pupils to share emerging understanding and points of confusion, and then address their misconceptions.*  *Increase challenge through practice as knowledge becomes more secure (e.g., by removing scaffolding)* |  | **University 1 (September / October)** |
| Related university sessions inc. ITAPS (subject and EPS):  Reading:  Tutorial discussions: |
| **Placement 1 experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |
| **Adaptive Teaching** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| All pupils must have access to a rich curriculum, but  pupils learn differently and need varying levels of support from teachers at different times.  Effective teachers seek to understand pupils’ differences, such as different levels of prior knowledge and potential barriers to learning.  Responsive teaching means providing support to pupils who are struggling. This may involve flexible grouping of pupils for particular tasks, to improve engagement and motivation.  Inclusive teachers develop their understanding of relatively disadvantaged groups and individuals, in part through discussions with pupils and their families, and with other colleagues. | *Make use of formative assessment: e.g., identifying who needs new content further broken down; who needs further challenge; who has important ideas and experience to contribute.*  *Respond to pupils who are struggling, intervening with individuals or small groups.*  *Make use of well-designed existing resources.*  *Plan to connect new content with pupils' existing knowledge.*  *Target and reframe your questions to provide greater scaffolding or greater stretch.*  *Monitor your pupils’ work during lessons, including checking for misconceptions.*  *Work with the Special Educational Needs Co-ordinator (SENCO) and the Designated Safeguarding Lead (DSL), and work proactively with teaching assistants and other adults in the classroom.* |  | **University 1 (September / October)** |
| Related university sessions inc. ITAPS (subject and EPS):  Reading:  Tutorial discussions:  Curriculum tools (e.g., ISPs): |
| **Placement 1 experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |

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| **Core Area 4: Assessment** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| Assessment must be purposeful: it should inform the decisions we make in our teaching.  Effective assessment provides teachers with critical information about pupils’ understanding and needs - and may contradict impressions formed in the classroom.  Feedback to pupils should help them monitor and regulate their own learning: it can be written or verbal; it should be accurate and clear, encourage further effort, and provide specific guidance on how to improve.  Working with colleagues to identify efficient approaches to assessment is important to avoid a disproportionate impact on workload. | *Make inferences about learning by looking at patterns of performance over a number of assessments.*  *Plan formative assessments linked to lesson objectives, to check for prior knowledge and pre-existing misconceptions, and to indicate understanding.*  *Use assessments to check for prior knowledge and pre-existing misconceptions.*  *Ask follow-up questions to develop pupils’ confidence in thinking out loud.*  *Monitor pupils’ work during lessons, including checking for misconceptions.*  *Scaffold self-assessment by sharing model work with pupils.*  *Provide pupils with specific next steps and time for them to respond to feedback.*  *Use verbal feedback during lessons.*  *Mark efficiently (e.g., by using abbreviations and codes in written feedback).* |  | **University 1 (September / October)** |
| Related university sessions inc. ITAPS (subject and EPS):  Reading:  Tutorial discussions:  Curriculum tools (e.g., Assessment portfolio): |
| **Placement 1 experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD, exam questions..* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |

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| **Core Area 5: Professional Behaviours** | | | |
| **University of Manchester Curriculum Statements** | **Practice Statements**  *Relevant features of your practice* | **What actions do you plan to take during this placement and how?**  *Add to this following reflection (eg. ITAPs) and discussion with mentors* | ***What experience have you had in addressing this area?***  *Note the date, challenges addressed, progress achieved.*  *Add hyperlinks to other documents where appropriate.* |
| Effective professional development is likely to be sustained, based on reflective practice, and involve expert support and collaboration.  Reflective practice should be supported by observation and feedback from experienced colleagues, professional debate, and educational research.  Each school community depends on staff developing and maintaining effective professional relationships with colleagues.  Each school community can thrive when there is acknowledgement and acceptance of diverse staff identities, as well as what staff hold in common.  Critically reflective teachers can make important contributions to their department, to the wider school community, and to its impact on local communities.  All staff in school (inc. SENCOs, pastoral leaders, careers advisors, teaching assistants, business managers, maintenance and cleaning staff, school meals staff and lunchtime supervisors) have significant expertise and perspectives, and can contribute to teachers’ professional development through conversations, training and dialogue. | *Strengthen subject, curriculum and pedagogic knowledge through wider networks.*  *Extend subject, curriculum and pedagogic knowledge as part of the lesson planning process.*  *Seek feedback from mentors and other colleagues, with an openness to constructive critique.*  *Reflect on your progress, strengths and weaknesses, and identify next steps for the further development of your practice.*  *Engage critically with relevant educational research, on subject-specific and wider educational issues.*  *Contribute positively to school life.*  *Commit to anti-racism, and to acknowledging and seeking understanding of the significance of diversity in your practice.*  *Know when and how to pass on any safeguarding concerns, and have a clear understanding of what behaviours, disclosures and incidents to report.*  *Collaborate with colleagues to share the load of planning and preparation and make use of shared resources (e.g., textbooks).* |  | **University 1 (September / October)** |
| Related university sessions inc. ITAPS (subject and EPS):  Reading:  Tutorial discussions:  Curriculum tools (e.g., ISPs): |
| **Placement 1 experience** |
| *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* |
| **Mid placement reflection:** *What are you learning in this core area? (~50 words)* | | **End of placement reflection:** *How have you progressed in this core area over the placement? (~150 words)* | |

### 48. Weekly subject mentor meetings in school or college - coverage

***U1/P1: Establishing foundations, developing skills, growing educational awareness***

**Before** each meeting: make initial notes. Refer to ITAPs and other related university-based experiences.

**During** and **following** each meeting, record key points from the discussion with your subject mentor.

|  |  |
| --- | --- |
| **P1-1/**  **U1-4** | Professional behaviours: **Safeguarding** |
| **Programme** | Discuss safeguarding policy and practice in your school or college, and link to the ISP on Safeguarding. |
| **Subject** | Discuss an observed lesson in terms of maintaining a secure classroom environment |
| **P1-2** | Teacher expectations**: High expectations** |
| **Programme** | Discuss the relevant curriculum and practice statements in the progress matrix – and give examples from observations. |
| **Subject** | Consider how high expectations have been explored in university sessions. |
| **P1-3** | Teacher expectations: **Behaviour for learning** |
| **Programme** | Describe some routines that you have observed teachers using to create and maintain a classroom environment conducive to learning. |
| **Subject** | List some of the routines you have focused on, when planning a teaching episode (perhaps jointly with your subject mentor). |
| **P1-4** | Planning and teaching:  **Classroom practice** |
| **Programme** | Discuss what you have observed about how teachers break down ideas into manageable steps. |
| **Subject** | Consider any lessons of yours where scaffolding and manageable steps have been successful in supporting pupils’ learning. |
| **P1-5** | Planning and teaching **Subject and curriculum knowledge** |
| **Programme** | Discuss some of the big ideas / foundational concepts which you have been working on in your lessons. |
| **Subject** | Highlight any teaching which has led to an increase in confidence on the part of some of your pupils. |
| **P1-6** | Planning and teaching: **Behaviour for learning** |
| **Programme** | Discuss how well you are making use of departmental or school rewards and sanctions in your lessons. |
| **Subject** | Reflect on the sorts of pupil actions, responses, contributions or skills that have you rewarded, and how you have done that. |
| **This week marks the middle of the placement. Please complete your mid-placement reflections in your Progress Matrix, and discuss key points with your subject mentor.** | |
| **P1-7** | Planning and teaching: **How pupils learn** |
| **Programme** | Reflect on tasks which you have used or observed which have succeeded in focusing pupils on the intended learning. |
| **Subject** | Discuss your first assignment ‘*Learning, teaching and assessment in the curriculum*’, and a focus which might help you facilitate learning more effectively. |
| **P1-8** | **Assessment** |
| **Programme** | What are some of the effective approaches to questioning that you have observed, in your subject or in other subjects? |
| **Subject** | In what ways has your own use of questioning developed in the last few weeks? |
| **P1-9** | Planning and teaching: **Adaptive teaching** |
| **Programme** | During a lesson, what are you doing to identify who needs further support, and who needs more challenge? Draw on your SEND ISP. |
| **Subject** | Have you had any difficulty in maintaining your high expectations of each pupil from lesson to lesson? |
| **This week, please make sure that your Progress Matrix is up to date, and discuss key points with your subject mentor to support them in writing your Progress Report.** | |
| **P1-10** | Planning and teaching: **How pupils learn** |
| **Programme** | Through which activities have you deliberately aimed to facilitate learning as a social process? Which of these seemed most successful? |
| **Subject** | What have you done in recent lessons to manage the load on pupils’ working memory? |

**U2/P2: Deepening understanding and impact on learning, developing agency**

**Before** each meeting: make initial notes. Refer to ITAPs and other related university-based experiences.

**During** and **following** each meeting, record key points from the discussion with your subject mentor.

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| --- | --- |
| **P2-1** | Professional behaviours: **Safeguarding** |
| **Programme** | Discuss any differences that you anticipate in terms of safeguarding policy and practice in this contrasting placement. |
| **Subject** | Consider the importance of making time for conversations with young people in your classroom. |
| **P2-2** | Teacher expectations: **Behaviour for Learning** |
| **Programme** | Discuss what you have observed and done to raise pupils’ expectations of their behaviour and approach to learning. |
| **Subject** | List some of the routines you have focused on, when planning a lesson (perhaps with input from your subject mentor). |
| **P2-3** | Planning and teaching: **Classroom practice** |
| **Programme** | Discuss what you have observed about how teachers create more inclusive lessons by eg. choice of examples. |
| **Subject** | Consider where you have used guides, scaffolds, or worked examples and opportunities to practise to help pupils apply new ideas. |
| **P2-4** | Planning and teaching **Subject and curriculum knowledge** |
| **Programme** | Discuss some of the big ideas / foundational concepts that you have been aiming towards in your teaching. |
| **Subject** | Consider how you have helped pupils become confident in using important concepts, or address misconceptions. |
| **This week marks the middle of the placement. Please complete your mid-placement reflections in your Progress Matrix, and discuss key points with your subject mentor.** | |
| **P2-5** | Planning and teaching: **How pupils learn** |
| **Programme** | Reflect on any success you have had with regular purposeful practice of what has been previously taught; quizzing pupils to retrieve information from memory; spacing practice so that pupils revisit ideas after a gap. |
| **Subject** | Reflect on what you have learnt about using group and pair work as a context for exploring new ideas and skills, and for practice. |
| **P2-6** | Planning and teaching: **Adaptive teaching** |
| **Programme** | Thinking about recent lessons, consider what you are doing to identify who needs further support, and who needs more challenge. |
| **Subject** | Discuss the focus of your second assignment ‘*Inclusive Educational Practice’*, and how this will help you to be more informed and prepared as a teacher. |
| **P2-7** | **Assessment** |
| **Programme** | Discuss some of the effective approaches to feedback that you have observed, in your subject or in other subjects. |
| **Subject** | Consider how your own use of feedback has developed in the last few weeks. |
| **This week, please make sure that your Progress Matrix is up to date, and discuss key points with your subject mentor to support them in writing your Progress Report.** | |
| **P2-8** | Planning and teaching: **How pupils learn** |
| **Programme** | Reflect on the value of particular activities or tasks in which you have deliberately aimed to facilitate learning as a social process. |
| **Subject** | Consider where you have been able to create opportunities for pupils to share their difficulties or good examples with each other. |

**U3/P3: Deepening impact, enriching practice, establishing your teacher identity**

**Before** each meeting: make initial notes. Refer to related university-based experiences.

**During** and **following** each meeting, record key points from the discussion with your subject mentor.

|  |  |
| --- | --- |
| **P3-1** | Teacher expectations: **High expectations**  How are high expectations for young people reflected in your priorities as a teacher? |
| **P3-1** | **Pupil voice enquiry**  Discuss the focus of your proposal, and agree a timeline. |
| **P3-1** | **Professionalism**  Discuss your plans for your first teaching post, and any related priorities or needs. |
| **P3-2** | Planning and teaching: **Subject and curriculum knowledge**  How has your contrasting placement contributed to your practice? |
| **P3-3** | Teacher expectations: **Behaviour for learning**  Discuss your readiness to practice BfL without a colleague in the classroom. |
| **This week marks the middle of the placement. Please complete your mid-placement reflections in your Progress Matrix, and discuss key points with your subject mentor.** | |
| **P3-4** | Planning and teaching:  **Classroom practice**  Consider your preparedness to manage planning efficiently as you move towards your ECT year. |
| **P3-5** | Planning and teaching: **How pupils learn**  Discuss what you have found by listening to pupils for your PV assignment. |
| **P3-5** | **Adaptive teaching**  Discuss what you have learnt from your AP placement and contrasting placements. |
| **P3-6** | **Assessment**  Consider what you have learnt about using data and supporting pupils to prepare for exams. |
| **P3-7** | **Professionalism**  Discuss your main areas of strength and targets for your Professional Development Profile, Progress Report and ECT year. |

### 49. Weekly subject mentor meetings in school or college – Trainee notes

##### 49a. U1/P1: Establishing foundations, developing skills, growing educational awareness

**Before** each meeting: make initial notes, and link to ITAP+ and other university-based experiences.

**During** and **following** each meeting, record key points from the discussion with your subject mentor.

|  |  |  |  |
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|  | **Reflection focus** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **P1-1/**  **U1-4** | Professional behaviours: **Safeguarding** |  | |
| **Programme** | Discuss safeguarding policy and practice in your school or college, and link to the ISP on Safeguarding. |  | |
| **Subject** | Discuss an observed lesson in terms of maintaining a secure classroom environment |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-2** | Teacher expectations**: High expectations** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss the relevant curriculum and practice statements in the progress matrix – and give examples from observations. |  | |
| **Subject** | Consider how high expectations have been explored in university sessions. |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
| ­­ | | |  |
| **P1-3** | Teacher expectations: **Behaviour for learning** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Describe some routines that you have observed teachers using to create and maintain a classroom environment conducive to learning. |  | |
| **Subject** | List some of the routines you have focused on, when planning a teaching episode (perhaps jointly with your subject mentor). |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-4** | Planning and teaching:  **Classroom practice** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss what you have observed about how teachers break down ideas into manageable steps. |  | |
| **Subject** | Consider any lessons of yours where scaffolding and manageable steps have been successful in supporting pupils’ learning. |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-5** | Planning and teaching **Subject and curriculum knowledge** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss some of the big ideas / foundational concepts which you have been working on in your lessons. |  | |
| **Subject** | Highlight any teaching which has led to an increase in confidence on the part of some of your pupils. |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-6** | Planning and teaching: **Behaviour for learning** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Discuss how well you are making use of departmental or school rewards and sanctions in your lessons. |  | |
| **Subject** | Reflect on the sorts of pupil actions, responses, contributions or skills that have you rewarded, and how you have done that. |  | |
| **This week marks the middle of the placement. Please complete your mid-placement reflections in your Progress Matrix, and discuss key points with your subject mentor.** | | | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-7** | Planning and teaching: **How pupils learn** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Reflect on tasks which you have used or observed which have succeeded in focusing pupils on the intended learning. |  | |
| **Subject** | Discuss your first assignment ‘*Learning, teaching and assessment in the curriculum*’, and a focus which might help you facilitate learning more effectively. |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-8** | **Assessment** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | What are some of the effective approaches to questioning that you have observed, in your subject or in other subjects? |  | |
| **Subject** | In what ways has your own use of questioning developed in the last few weeks? |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-9** | Planning and teaching: **Adaptive teaching** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | During a lesson, what are you doing to identify who needs further support, and who needs more challenge? Draw on your SEND ISP. |  | |
| **Subject** | Have you had any difficulty in maintaining your high expectations of each pupil from lesson to lesson? |  | |
| **This week, please make sure that your Progress Matrix is up to date, and discuss key points with your subject mentor to support them in writing your Progress Report.** | | | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |
| **P1-10** | Planning and teaching: **How pupils learn** | Remember that you should make notes **ahead** of each meeting, and add further notes **during or after** discussion with your mentor - and link to this in your progress matrix. | |
| **Programme** | Through which activities have you deliberately aimed to facilitate learning as a social process? Which of these seemed most successful? |  | |
| **Subject** | What have you done in recent lessons to manage the load on pupils’ working memory? |  | |
| **Progress made this week –** note lessons taught, observed, and key points of progress agreed with subject mentor | | | **Identified strengths –** following discussion with your mentor |
|  | | |  |
| **Targets for the next week agreed with subject mentor** - building on targets in lesson observation report | | | **Proposed actions to achieve these targets –** following discussion with subject mentor, add these to your progress matrix |
|  | | |  |

### 50. Lesson observation report form

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainee:** | | **Date:** | |
| **School/College:** | | **Lesson Topic:** | |
| **Mentor/Teacher/Tutor:** | | **Year/attainment:** | **No. in gp: 25** |
| **Current targets:** | | | |
| *These UoM ITE Curriculum statements are* ***not*** *a checklist, but can suggest comments and targets.* | **Teacher expectations** | | |
| * *maintain and practise consistent and appropriately high expectations of pupils’ knowledge, attitudes and skills* * *praise pupils’ effort* * *establish and reinforce routines* * *respond consistently and fairly to pupils* * *encourage challenge and aspiration through your language, including body language* * *model the behaviour you expect* * *develop a positive and safe classroom environment, in line with schoolwide expectations* * *expect mistakes and encourage learning from them* * *question your assumptions about young people, and any limits you place on your expectations of and for them* * *build pedagogical relationships based on mutual trust and respect.* |
| ***Employ***   * *accurate, connected subject knowledge* * *curriculum knowledge: analogies, illustrations, examples, explanations and demonstrations* * *build from examples to abstract ideas*   ***Focus on:***   * *pupils’ foundational knowledge and skills* * *link to pupils’ prior knowledge* * *link to ‘big ideas’* * *minimise unnecessary task complexity* * *smaller steps to begin with* * *essential concepts, knowledge, skills and principles* * *misconceptions (identify, prevent)* * *balance introduction, repetition, practice and retrieval of critical knowledge and skills* * *review and practise key ideas* * *plan for high success rate in practice and retrieval tasks* * *show young people the wider significance of your subject* * ***Language:*** * *reading comprehension (questioning, predicting, summarising)* * *writing (planning, drafting, editing)* * *build pupils’ oral language* | **Subject and curriculum knowledge** | | |
| ***From planning onwards;***   * *link to what pupils already know* * *use modelling to make abstract ideas more concrete* * *utilise images and artefacts as well as verbal representations such as stories and mnemonics* * *practice – repeated opportunities* * *plan pupil grouping* * *support paired and group activities* * *select examples and contexts which promote critical awareness of diversity and social or environmental justice*   ***In the lesson:***   * *give clear and manageable instructions* * *increase and decrease scaffolding to facilitate development* * *model thought processes in solving example problems* * *extend and challenge pupils through questioning, seeking justification etc.* * *metacognition (pupils planning, monitoring, evaluating their own work)* * *develop questioning including wait time* * *extend classroom talk* * *support pupils in moving towards independent work and practice* * *adapt explanations, instructions etc to individual / group needs* * *understand pupils’ differences* * *understand pupils’ particular barriers to learning (SEND, etc).* * *reflect on the assumptions you are making about individuals or groups* * *use teaching assistants effectively* | **Planning and teaching**  *How does planning support the lesson? How does the trainee relate to the class? What do you notice about the class and individuals’ responses in terms of knowledge, skills and understanding, observed through e.g., discussion with pupils, pupils’ actions, pupils’ responses (verbal, written)?* | | |
| * *adapt lessons so that all pupils can meet expectations* * *reframe questions to support and motivate all pupils* * *structure questions to identify misconceptions* * *monitor pupils’ work during the lesson* * *use formative assessment to make teaching decisions linked to lesson objectives* * *provide accurate, clear, encouraging feedback with specific guidance on next steps – verbally where possible* * *share model work* * *support peer- and self-assessment with appropriate scaffolding* * *prompt pupils to justify and evaluate their answers* * *develop an efficient approach to assessment, especially of pupils’ written work, using codes etc.* | **Use of assessment**  *How do trainees assess progress during the lesson e.g., techniques used?* | | |
| **Key strengths of this lesson**  *(At least three, at least one subject specific****)*** | | | |
| 1.  2.  3. | | | |
| **Targets arising from this lesson**  *(Up to three clear and concise targets, at least one subject specific. Suggest how each target may be achieved. Discuss and develop these targets in the weekly mentor meeting)* | | | |
| 1.  2.  3.    **To the trainee: identify how these targets will improve your lessons** | | | |

### 

### 51. PGCE Secondary Progress Reports

**Placement 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trainee:** | | | **Subject Mentor completing report:** | |
| **School/College:** | | | **Date:** | |
| How well has your trainee engaged with the Progress Matrix and ITAP Log? (brief): | | | | |
| **Classes and Subjects/Topics Taught** | | | | |
| **KS3** | | **KS4** | | **16+** |
|  | |  | |  |
| *Please indicate whether your trainee is on track with the ITE curriculum in the following areas, overall:* ↓ | | *Please summarise below the progress your trainee has made over the placement in each area, using their Progress Matrix to assist. Please expand the boxes as necessary.* | | |
| **Teacher expectations**   * high expectations of and for young people * create a positive environment * behaviour for learning | y/n |  | | |
| **Subject and curriculum knowledge**   * good knowledge of the subject and the curriculum | y/n |  | | |
| **Planning and teaching, including:**  - classroom practice  - how pupils learn  - adaptive teaching | y/n |  | | |
| **Assessment**   * use assessment productively | y/n |  | | |
| **Professional behaviours**   * including wider professional responsibilities | y/n |  | | |
| **Professionalism**  - maintain high standards of ethics and behaviour | y/n | *Your trainee will be on track in terms of professionalism unless they have been unprofessional: i.e., they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school/college.* | | |
| Has the trainee demonstrated appropriate professional competency with literacy and numeracy? | y/n | *Please add a comment if required.* | | |

|  |
| --- |
| ***Targets:*** *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three areas*** *for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.* |
| **1.** |
| **2.** |
| **3.** (at least one subject-specific where possible) |

|  |
| --- |
| ***Strengths:*** *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three areas*** *for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.* |
| **1.** |
| **2.** |
| **3.** (at least one subject-specific where possible) |

|  |  |
| --- | --- |
| **Number of HALF DAYS absence (excluding agreed absence for interviews)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed** | **Subject Mentor:** |  | **Trainee:** |

|  |  |
| --- | --- |
| **Subject Mentor email** |  |

|  |
| --- |
| **Comment by Professional Mentor:** |

*This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee’s next placement. Electronic copies are available from the mentor resource site* [*www.seed.manchester.ac.uk/mentors*](http://www.seed.manchester.ac.uk/mentors)

**Placement 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trainee:** | | | **Subject Mentor completing report:** | |
| **School/College:** | | | **Date:** | |
| How well has the trainee engaged with the Progress Matrix and ITAP Log? (brief): | | | | |
| **Classes and Subjects/Topics Taught** | | | | |
| **KS3** | | **KS4** | | **16+** |
|  | |  | |  |
| *Please indicate whether your trainee is on track with the ITE curriculum in the following areas, overall:* ↓ | | *Please summarise below the progress your trainee has made over the placement in each area, using their Progress Matrix to assist. Please expand the boxes as necessary.* | | |
| **Teacher expectations**   * high expectations of and for young people * create a positive environment * behaviour for learning | y/n |  | | |
| **Subject and curriculum knowledge**   * good knowledge of the subject and the curriculum | y/n |  | | |
| **Planning and teaching, including:**  - classroom practice  - how pupils learn  - adaptive teaching | y/n |  | | |
| **Assessment**   * use assessment productively | y/n |  | | |
| **Professional behaviours**   * including wider professional responsibilities | y/n |  | | |
| **Professionalism**  - maintain high standards of ethics and behaviour | y/n | *Your trainee will be on track in terms of professionalism unless they have been unprofessional: i.e., they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school/college.* | | |

|  |
| --- |
| ***Targets:*** *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three areas*** *for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.* |
| **1.** |
| **2.** |
| **3.** (at least one subject-specific where possible) |
| *Additional targets agreed with trainee’s subject tutor.* |

|  |
| --- |
| ***Strengths:*** *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three areas*** *for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.* |
| **1.** |
| **2.** |
| **3.** (at least one subject-specific where possible) |

|  |  |
| --- | --- |
| **Number of HALF DAYS absence (excluding agreed absence for interviews)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed** | **Subject Mentor:** |  | **Trainee:** |

|  |  |
| --- | --- |
| **Subject Mentor email** |  |

|  |
| --- |
| **Comment by Professional Mentor:** |

*This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee’s next placement. Electronic copies are available from the mentor resource site* [*www.seed.manchester.ac.uk/mentors*](http://www.seed.manchester.ac.uk/mentors)

**Placement 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Trainee:** | | | **Subject Mentor completing report:** | |
| **School/College:** | | | **Date:** | |
| How well has the trainee engaged with the Progress Matrix and ITAP Log? (brief): | | | | |
| **Classes and Subjects/Topics Taught** | | | | |
| **KS3** | | **KS4** | | **16+** |
|  | |  | |  |
| *Please indicate whether your trainee has met the QTS Standards\* in the following areas:* ↓ | | *Please summarise below the progress your trainee has made over the placement in each area, using their Progress Matrix to assist. Please expand the boxes as necessary.* | | |
| **Teacher expectations**   * high expectations of and for young people * create a positive environment * behaviour for learning | y/n |  | | |
| **Subject and curriculum knowledge**   * good knowledge of the subject and the curriculum | y/n |  | | |
| **Planning and teaching, including:**  - classroom practice  - how pupils learn  - adaptive teaching | y/n |  | | |
| **Assessment**   * use assessment productively | y/n |  | | |
| **Professional behaviours**   * including wider professional responsibilities | y/n |  | | |
| **Professionalism**  - maintain high standards of ethics and behaviour | y/n | *Your trainee will be on track in terms of professionalism unless they have been unprofessional: i.e., they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school/college.* | | |

|  |
| --- |
| ***Strengths:*** *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three key areas of strength*** |
| **1.** |
| **2.** |
| **3.** (at least one subject-specific where possible) |

|  |
| --- |
| ***Targets:*** *Based on your knowledge of your trainee and the progress they have made during this placement, please outline* ***three areas*** *for development as an ECT, indicating some specific approaches that you think may be useful for them to adopt or try.* |
| **1.** |
| **2.** |
| **3.** (at least one subject-specific where possible) |
| *Additional targets agreed with trainee’s subject tutor.* |

|  |  |
| --- | --- |
| **Number of HALF DAYS absence (excluding agreed absence for interviews)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed** | **Subject Mentor:** |  | **Trainee:** |

|  |  |
| --- | --- |
| **Subject Mentor email** |  |

|  |
| --- |
| **Comment by Professional Mentor:** |

*This report will be submitted electronically by the trainee and will be moderated by tutors. A copy will be provided to the subject mentor of the trainee’s next placement. Electronic copies are available from the mentor resource site* [*www.seed.manchester.ac.uk/mentors*](http://www.seed.manchester.ac.uk/mentors)

### 52. \*QTS Standards:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **Secondary PGCE**  **Teachers’ Standards –(for assessment at the end of the PGCE)** | | |
| **Part One: Standards for Teaching**  **A teacher must:** | | |
| **Set high expectations which inspire, motivate and challenge pupils (S1)** | | **Teacher Expectations** |
| 1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | |
| **Manage behaviour effectively to ensure a good and safe learning environment (S7)** | |
| 1. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy 2. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve & motivate 4. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | |
| **Demonstrate good subject & curriculum knowledge (S3)** | | **Subject Knowledge** |
| 1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings 2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject | |
| **Plan and teach well-structured lessons (S4)** | | **Planning and teaching** |
| 1. impart knowledge and develop understanding through effective use of lesson time 2. promote a love of learning and children’s intellectual curiosity 3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. reflect systematically on the effectiveness of lessons and approaches to teaching 5. contribute to the design and provision of an engaging curriculum within the relevant subject areas | |
| **Promote good progress and outcomes by pupils (S2)** | |
| 1. be accountable for pupils’ attainment, progress & outcomes 2. plan teaching to build on pupils' capabilities & prior knowledge 3. guide pupils to reflect on the progress they have made and their emerging needs 4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. encourage pupils to take a responsible and conscientious attitude to their own work and study | |
| **Adapt teaching to respond to the strengths and needs of all pupils (S5)** | |
| 1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, & how best to overcome these 3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development 4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and 5. be able to use and evaluate distinctive teaching approaches to engage and support them. | |

|  |  |
| --- | --- |
| **Make accurate and productive use of assessment (S6)** | **Assessment** |
| 1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. make use of formative and summative assessment to secure pupils’ progress 3. use relevant data to monitor progress, set targets, and plan subsequent lessons 4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **Fulfil wider professional responsibilities (S8)** | **Professionalism** |
| 1. make a positive contribution to the wider life and ethos of the school 2. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. deploy support staff effectively 4. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. communicate effectively with parents with regard to pupils’ achievements and well-being. |
| **Part Two: Standards for Professional and Personal Conduct** | |

|  |
| --- |
| **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.** |
| **They do this by:**   1. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position 2. having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions 3. showing tolerance of and respect for the rights of others 4. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to   break the law. |
| **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.** |
| **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**. |

*To fail to be on track with Part Two is to have acted unprofessionally. This represents a more significant issue than not to have met the standards for professional responsibilities in S8.*



Mentor resource site

www.seed.manchester.ac.uk/mentors

### 53. Extending Your Practice as a Teacher (P3)

(This is the final section of the P3 Progress Matrix)

|  |  |
| --- | --- |
| Summarise here how you have **extended your practice**, for example by identifying and developing one or more distinctive approaches to teaching and learning, of direct benefit to young people and to your own continuing development as a teacher. Examples are suggested on the first page of this Progress Matrix. Please refer to evidence in your RoAD and School File where appropriate, but also extend this document by scanning relevant pages into this Progress Matrix before submitting on Blackboard. | Link to areas of the UoM ITE Curriculum if appropriate |
|  |  |

### 54. PM Pre-visit survey 2023-24

Completed by PMs via a link to this online survey

QA/QE Visit - Professional Mentor Feedback  
 Please complete your responses below - these will be discussed during our meeting

School/College name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Mentor name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Mentor Email address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any concerns regarding your current trainee(s) including their preparedness and attitude?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How have trainees engaged so far, with initiative and flexibility, in wider opportunities beyond the classroom and/or subject area?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have any comments regarding any aspects of the PGCE administration arrangements (eg. paperwork, communications, meetings, tutor visits, initial PM/SM training, SLO visits etc)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Do you have any suggestions on any aspects of the Secondary PGCE programme which we could further improve?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Do you have any comments on any aspects of the Secondary PGCE programme which you feel are particularly good?

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In the light of the current situation, is there anything else that you would like to discuss during our Zoom meeting?

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**Thank you for completing this online survey. We greatly value your feedback.  
 Your comments, and any made by your SM(s) will be discussed with you during the SLO visit.  
 A copy of your responses has been emailed to you at the email address you entered above.**  
   
Yours sincerely

Peter Marks, Keith Parry, Mike Fitzpatrick, Martine Fleming,   
University of Manchester - School Liaison Team

### 55. PM Post-visit survey 2023-24

Completed by PMs via a link to this online survey

QA/QE Post-visit - Professional Mentor Feedback

School/College name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Mentor name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Mentor Email address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rate the following elements of the Secondary PGCE Programme

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Outstanding | Good | Adequate | Poor |
| Meetings during the year (in-person or virtual) provided by the University (i.e. updates, PM advisory/showcase, PM training, SM training etc.) (13) |  |  |  |  |
| Systems of administration and communication - post - email - phone - surveys. (14) |  |  |  |  |
| Visit from School Liaison Tutor (in-person or virtual) - discussion, advice, support, feedback, helpfulness (15) |  |  |  |  |
| University tutor visits and support, and other tutor support for school/college (in-person or virtual). (16) |  |  |  |  |
| Speed and quality of response from the University to any concerns raised by the school/college. (17) |  |  |  |  |
| Usefulness of the revised Progress Matrix where action plans, experience and reflections are expressed as written statements (with standards only referenced at the end of the course) capturing the ITE Core Content Framework (18) |  |  |  |  |
| Preparedness, attitude and quality of trainee(s), including their capacity to engage, with initiative and flexibility, in wider opportunities? (19) |  |  |  |  |
| The University’s understanding, acceptance and flexibility re the difficulties schools are facing in response to ongoing Covid-19 requirements. (22) |  |  |  |  |
| Usefulness of the revised Lesson Observation proforma where ITE curriculum statements are shown to prompt comments and agree targets (but not a checklist to be completed) matching the ITE Core Content Framework. (23) |  |  |  |  |

Any other feedback relating to the Secondary PGCE Programme?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Thank you for completing this online survey. We greatly value your feedback.  
 A copy of your responses will be emailed to you at the email address you entered above.**  
   
 Yours sincerely  
   
 Peter Marks, Keith Parry, Mike Fitzpatrick, Martine Fleming,   
 University of Manchester - School Liaison Team

### 56. SM Pre-visit survey 2023-24

QA/QE Visit - Subject Mentor Feedback  
Please complete this short survey in advance of the meeting with your Professional Mentor (PM). Your responses will be discussed with your PM colleague and may be forwarded to subject tutor(s) at the University if appropriate. Thank you.    
    
A copy of your responses will be emailed automatically to you and your Professional mentor at the email addresses given below.

School/College name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Mentor name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Mentor Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Tutor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Mentor Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please indicate in the matrix below your overall view of the following  
 (You can add further comments about any of the elements in the comment box below the matrix)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Outstanding | Good | Adequate | Poor |
| Appropriateness, quantity and quality of subject documentation and web site materials from University. |  |  |  |  |
| Understanding and awareness of your mentoring role with the University. |  |  |  |  |
| Subject links with University - training - the programme, meetings, updating, letters, emails, response to concerns etc. |  |  |  |  |
| RoAD and guidance notes – your understanding and ability to help trainees. |  |  |  |  |
| University tutor’s visits or other contacts (including extra support for you and trainee if there are/have been any problems). |  |  |  |  |
| Joint lesson observations and joint follow up discussions with tutor and trainee. |  |  |  |  |
| Your understanding and confidence in assessing the trainee’s achievements? |  |  |  |  |
| Preparedness and attitudes of trainees as appropriate to the time of year in the course and the present circumstances |  |  |  |  |
| Helpfulness of prompts on the Lesson Observation Forms, Progress Matrix and Mentor Meetings Form referring to the ITT Core Content Framework (CCF) |  |  |  |  |

Please elaborate on any of the above elements (good and bad)

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Thank you for completing this online survey. We greatly value your feedback.   
Your comments will be discussed with your professional mentor during the SLO quality assurance/quality enhancement (QA/AE) meeting.    
A copy of your responses has been emailed to you and your Professional Mentor at the email addresses you entered above.

Yours sincerely

Peter Marks, Keith Parry, Mike Fitzpatrick, Martine Fleming,   
University of Manchester - School Liaison Team

### 57. Appendix: PGCE Programme - Trainee and School Risk Assessment Process

Members of The University of Manchester PGCE Partnership all have a vital role to play in supporting trainees throughout, and beyond, the duration of their programme. Our procedures require everyone involved to be active participants in the process of assessment and grading, to strive to ensure all our trainees are at least good teachers, and in identifying any areas of ‘risk’.

It is expected that members of the PGCE Partnership should be able to discuss trainees’ individual starting points, strengths and areas of development and accompanying targets in order to identify ways in which targets can be met and exceeded during each placement. It is vital that, as developing professionals, trainees regularly review targets and can clearly explain how progress is being made.

To support all our trainees, we must work collaboratively to ensure that expectations are high and that support and opportunity is given along the way to strengthen and add value to targets and achievements.

If a trainee appears to be at risk of failing to meet programme requirements, s/he will be counselled and set targets, and, if appropriate, a warning letter may be issued.

To support this process, partners should monitor the progress of all trainees looking for any signs which might be of concern. Where risk is detected, tutors should speak to colleagues and ensure action is taken promptly and recorded (please note that this should be read alongside the safeguarding protocols including occupation Health referral protocols).

### 58. Specific Guidance in relation to COVID-19-IF NECESSARY

Ensuring that our trainees and partner schools remain safe in light of the covid-19 outbreak is essential.

Trainees and school partners are asked to adhere to the following guidelines:

Schools will be asked to ensure that Trainees:

* are fully briefed during a specific induction training session on the health and safety/risk assessment guidelines in operation in the school with regards to COVID19
* have access to any policy documents related to COVID-19 that the school has devised in light of national guidance for schools
* know a named Health and Safety / Risk Assessment staff member should they have concerns about their own or their pupils' safety with regards to COVID19.

The health and wellbeing of trainees is our priority and if they have concerns about any aspect of a placement which they cannot resolve with the mentor/professional mentor, trainees must discuss these as soon as possible with relevant university staff (typically Subject Tutors (Secondary) and Professional Tutors (Primary)

Trainees will be required to follow PHE guidance and support during the programme:

<https://www.gov.uk/coronavirus?gclid=Cj0KCQjwupD4BRD4ARIsABJMmZ8W_Z3cjUzSG2oRBOIsoQ7xwGrhdwqYxqALGhmcQ5DEe1DnJQqdlRIaAvEKEALw_wcB>

Trainees must ensure that they inform their Subject Tutor (Secondary) and Professional Tutor (Primary) immediately should they fall ill or be required to self-isolate as per PHE guidelines.

Should COVID-19 impact a trainee’s ability to engage with the programme for personal reasons, any impact on attendance would be monitored in line with usual processes, and actions made accordingly.

Should placement schools close during the programme, trainees would be supported accordingly in aiming to progress further through the UoM ITE Curriculum, with the aim of meeting the Standards at the end of the programme. For a small number of trainees, depending upon the timing of any such school closures and evidence of progress, a further placement may be required – this may result in deferral of the PGCE with QTS award until this could be accommodated.

### 59. Secondary PGCE – Risk Triggers and Actions

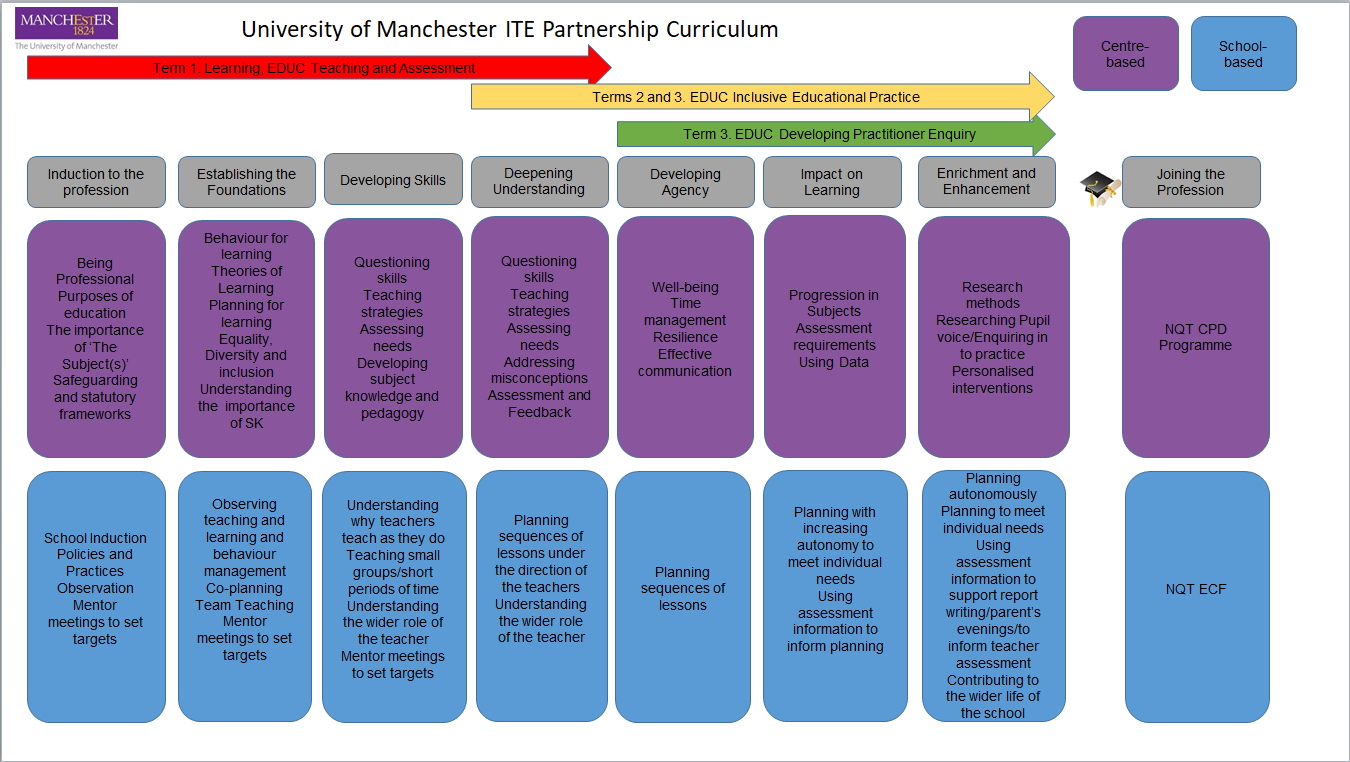
|  |  |
| --- | --- |
| **Potential risk trigger** | **Action/s** |
| **Throughout the programme** | |
| Trainees who have been recruited late | Subject tutor monitors progress carefully and reports any concerns to Programme Director. |
| Absence from programme sessions | Letter of concern  Meeting with Programme Director Monitoring of personal attendance  potential deferral to the start of the placement |
| Late submission of course requirements e.g. reflective diaries | Contact by subject tutor.  Meeting with Programme Director. Personal action/support plan  Letter of concern  . |
| Trainees who experience personal trauma | Contact by Subject Tutor.  Meeting with Programme Director as appropriate  Referral to counselling services as appropriate  Referral to occupational health as appropriate  Personal action/support plan |
| Trainees who present professional issues | Contact by Subject Tutor.  Meeting with Programme Director. Personal action/support plan  Letter of warning |
| **During Placement** | |
| Trainees whose PM does not attend PM training | Follow up visit/mop up training by SLO SLO monitors progress  Extra tutor visits target setting |
| Trainees who do not make expected progress on placement | Target setting extra visit by SLO  Moderation visit by another University tutor  Letter of cause for concern listing required behaviours/actions (see warning letter staged process) |

### 60. Secondary School Risk Protocols

The risk protocol applies to all schools that are in partnership for initial teacher education with the University of Manchester. The protocols are designed to provide guidance in order to ensure and maintain high quality provision. The list is not meant to be a complete list as the intention is to identify the guiding principles to ensure the appropriate planned response and mitigating action to address issues that may arise. The information is presented as guidance only and the university reserves the right to amend and actions below.

|  |  |  |
| --- | --- | --- |
| **Risk** | **Partnership Action** | **Additional Notes** |
| The school does not provide a positive and supporting learning environment | SLT liaises with school and reports to Director of Partnerships | Director of Partnerships monitors and reviews progress in line with partnership agreements |
| OfSTED Grade 3/4 | ‘Placement Risk’ form completed | These forms are completed at the start of placements for schools identified as Grade 3/4, and during placements should an OfSTED inspection of a school/setting/college take place |
| A suitable range of learning experiences is not able to be provided for the trainee | SLO liaises with Subject Tutor | Subject Tutor liaises with trainee to plan suitable arrangements |
| Identified PM is on long term absence | SLO liaises with HT and Subject Mentor | Additional PM is identified/trained  Or  University Tutors/SLOs provides mentoring |
| School issues involving high profile media interest | PM advises SLT | Additional support provided by PM and/or Subject Tutors/SLO |
| Parent complaint about trainee behaviour in a school | PM advises SLT | Additional support provided by PM and/or Subject Tutors/SLO |
| SD trainee is placed in a school without trained mentor/associate tutor | School Lead advises SDCoordinator | Additional mentor is identified/trained  Or  School Direct School lead provides mentoring |

### 61. University of Manchester ITE Partnership Curriculum Map (embedding the CCF)



### 62. PGCE Secondary Curriculum Overview

|  |
| --- |
| **The University of Manchester PGCE Secondary Partnership Curriculum**  The University of Manchester Secondary PGCE Partnership Curriculum is an integrated programme of study, located across rich, diverse and connected communities of scholarship and practice in the university, schools and colleges. It is a programme which reflects the vital importance of human relationships in education, and which supports trainees in working out priorities for their work as a teacher in the context of social and environmental injustice, both local and global. The broad intention of the PGCE Secondary Curriculum is that all trainees develop as **critical, reflective, professional teachers and colleagues**. The University of Manchester Secondary PGCE Partnership has a long history of educating teachers:   * **As professionals** who recognise and understand that educating is a challenging, intellectual and collaborative endeavour; who embody high standards of professional ethics; who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world, and who learn from research, direct experience, peers and more experienced educators. * **As critical and reflective agents** who act as independent thinkers, recognising that knowledge, policy and practice are contestable, provisional; who work with theories and research to challenge or illuminate their practice, and who can analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in their practice. * **As colleagues engaged in enquiry into practice** with a predisposition to be intellectually curious about their work, and with the capacity to be innovative, creative and receptive to new ideas emerging from individual and collaborative practitioner enquiries.   Teachers need to be ready to address challenging and difficult questions with humility and courage, and to support young people to do the same. Secondary education can be a hugely fulfilling time for young people, helping them to grow up wise as well as clever, alive to their potential and seeking the common good. Such ideals have arguably never been more important. And yet some elements of young people’s experience during the years of their secondary education can also be damaging and limiting. Teachers cannot completely shape the school experience of young people – but they can and do make a very significant difference. This is summarized in the overall purpose of the University of Manchester PGCE Partnerships: **Empowering Future Generations**.  The curriculum is sufficiently flexible and adaptable to enable trainees to become excellent teacher in their respective subjects. University and school-based teachers and experts introduce and help trainees to develop theory and practice around subject knowledge, curriculum knowledge, pedagogy and assessment, together with wider principles and areas of educational practice, addressed through the Educational and Professional Studies (EPS) programme, as well as in each subject. The curriculum provides access to the knowledge and experiences laid out in the DfE ITT Core Content Framework (known as the CCF), and equips trainees to meet the Teachers’ Standards (DfE 2012) at the end of the programme, and so gain Qualified Teacher Status (QTS). The curriculum has been carefully structured so that all trainees can experience the activities detailed in the CCF in a sequence that will support their development in the classroom. The curriculum extends the minimum expectation of the ITT Core Content Framework to encourage critical engagement with theory and research, a focus on social justice and inclusion, and expert practice in subject teaching. It is an inclusive, broad, balanced and challenging curriculum, sufficiently flexible and adaptable that all trainees can develop their knowledge and practice and build the skills of professional, critical reflection and enquiry. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Partnership intentions** | | | **Implementation** | | |
| To provide a curriculum across university and placement settings, through which trainees can develop the values, commitments, knowledge, understanding and skills needed for effective teaching in specialist subjects, and in wider role as a teacher and educator, and leading to the award of Qualified Teacher Status and the successful completion of the PGCE qualification. | | | This curriculum is specified in the Progress Matrix, and in subject handbooks, and is enacted in contrasting placements and in the university by practitioners with experience, expertise and an ethic of care. | | |
| To support tutors and mentors across the Partnership to model professional and critically reflective practice in teaching and learning. | | | This is achieved through training, professional and collaborative learning and development of research-informed practice, and through guidance embedded in eg. the trainee’s Record of Achievement and Development (RoAD) and in Partnership resources. | | |
| To enable trainees to reflect critically on their experiences and their reading of research-based literature about the practice of teaching, and to use their reflections to inform their educational practice, principles and values. | | | This is achieved through teaching and modelling by and discussions with experienced practitioners, through progressive use of the RoAD and through working on university assignments to address critical areas of trainees’ practice. | | |
| Encourage trainees to respect young people and colleagues from all social-economic and cultural backgrounds and to value and respond positively to all forms of social and cultural diversity. | | | This is achieved through modelling, teaching, contrasting placements and critical reflection using the RoAD and university assignments. | | |
| Encourage collaborative enquiry and scholarship across the Partnership, involving trainees and ECTs as well as tutors and mentors, so as to situate initial teacher education as part of CPD, school development, and the development of a more socially and environmentally just education system, for example in relation to decolonising the curriculum, environmental sustainability and in supporting mental health and wellbeing. | | | This is done through the integration of the PGCE programme within the wider context of scholarship and enquiry in the Manchester Institute of Education, and through the final university assignment. | | |
| In all these ways, to enable each trainee to complete the programme as an effective teacher and colleague, with particular emphasis on effective collaboration with peers, with colleagues in school and college. | | | All staff involved in the University of Manchester PGCE Partnership will aim to create the conditions in which trainees can enter the profession with competence and confidence. | | |
| **UoM PGCE Secondary Partnership Curriculum – summary of intentions** | | | | | |
| The following table summarises the intentions of the UoM PGCE Secondary Partnership Curriculum according to five Core Areas (high expectations, subject and curriculum knowledge, planning and teaching, assessment and professional behaviours). It also shows the progression of intentions between the first (U1/P1) and second (U2/P2 and U3/P3) semesters of the programme. | | | | | |
| UoM Curriculum Areas | Overarching curriculum ***intent*** statements and alignment with the CCF and Teachers’ Standards | | | | |
|  | U1/P1: Introduction, developing skills, foundations | U2/3 and P2/3: Deepening understanding and impact on learning, developing agency | | Alignment with CCF | QTS |
| **Core Area 1. Teacher Expectations** | 1.1.1 Communicate a belief in the academic potential of all pupils | 1.1.2 Demonstrate consistently high expectations of attitudes, values, behaviour and progress | | 1 High expectations | 1 |
| 1.2.1 Establish effective routines and expectations  1.2.2 Develop a positive, predictable and safe environment for pupils | 1.2.3 Build strong pedagogical relationships with young people  1.2.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies | | Behaviour management | 7 |
| **Core Area 2. Subject and curriculum knowledge** | 2.1 Develop pupils’ ability to express themselves confidently verbally and in writing, and develop students’ reading skills  2.2 Anticipate, identify and address misconceptions  2.3 Help pupils apply knowledge and skills to other contexts | 2.4 Deliver a carefully sequenced and coherent curriculum  2.5 Support pupils to think critically and challenge them to construct a deeper level of understanding and skills | | 2 Curriculum | 3 |
| **Core Area 3. Planning and Teaching** | 3.1.1 Plan effective and well-resourced lessons  3.1.2 Make good use of introductions, guidance, scaffolding, examples and practice | 3.1.3 Model processes, ideas and concepts effectively  3.1.4 Stimulate pupil thinking and checking for understanding | | 3.1 Classroom practice | 4 |
| 3.2.1 Manage cognitive load through planning  3.2.2 Create opportunities for learning through interaction and regular practice | 3.2.3 Assess and build on pupils’ prior knowledge | | 3.2 How pupils learn | 2 |
| 3.3.1 Develop an understanding of different pupils’ strengths and needs | 3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping | | 3.3 Adaptive teaching | 5 |
| **Core Area 4. Assessment** | 4.1 Check prior knowledge and understanding during lessons  4.2 Use assessment to inform decisions and to challenge assumptions about young people | 4.3 Provide high-quality, timely and formative feedback which pupils can act on  4.4 Adopt marking practices which are effective and efficient | | 4 Assessment | 6 |
| **Core Area 5. Professional behaviours** | 5.1 Develop as a professional through critical, reflective practice, including reading  5.2 Build effective working relationships to support teamwork and professional learning | 5.3 Manage workload and wellbeing  5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry | | 5 Professionalism | 8 |

### 63. Early Career Framework Reforms – An overview

Quoted from the DfE website: [**https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview**](https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview)

The early career framework (ECF) reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. The reforms are part of the government’s [**teacher recruitment and retention strategy**](https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy), which aims to improve the training and development opportunities available to teachers.

The [**early career framework**](https://www.gov.uk/government/publications/early-career-framework) is the evidence base which underpins this new entitlement for early career teachers’ professional development. It sets out what all early career teachers should learn about, and learn how to do, during the first 2 years of their careers.

Before September 2022 schools should:

* read the updated statutory guidance
* choose a delivery approach in order to meet the new requirements
* set up their programme through [**DfE’s online service**](https://manage-training-for-early-career-teachers.education.gov.uk/) if they want to use an approved funded provider, or deliver the accredited materials themselves

Schools can now sign up to [**a provider-led programme**](https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview#FPL)

### 64. Appendices

Link to 2022-23 Partnership Agreement in full (Core PGCE) – [click here](https://documents.manchester.ac.uk/display.aspx?DocID=57063%20)

Link to 2022-23 Partnership Agreement in full (School Direct) – [click here](https://documents.manchester.ac.uk/display.aspx?DocID=57064)

Link to Safeguarding Pack 2022-23 (Includes DBS and other checks) – [click here](https://documents.manchester.ac.uk/display.aspx?DocID=54524)

Mentor Support Site: [**www.seed.manchester.ac.uk/mentors**](http://www.seed.manchester.ac.uk/mentors)

### 65. Intensive Training and Practice (ITAP)

Starting from the 2024/25 academic year, all initial teacher training (ITT) programmes in England must include an Intensive Training and Practice (ITAP) component.

Intensive Training and Practice (ITAP) is designed to increase coherence between theory and practice and allow trainees to reflect on how research can inform practice. ITAP is part of the university component of the course and is not does not have to take place in a school and must be additional to, the placement itself.

During ITAP, trainees observe and reflect upon expert practice. The design of the experience should support trainees to understand what it is that makes such practice effective and to reflect on how it could be embedded in their own practice. Trainees should then have the opportunity to apply what they have learned through, for example, rehearsal and/or live practice, receiving constructive feedback from expert colleagues.

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1079080/ITT_Reform_Accompanying_Document.pdf>

The UoM five ITAP day themes reflect areas within our curriculum (and the CCF).

* Behaviour for learning (core area 1.2)
* Subject and curriculum knowledge (core area 2)
* How pupils learn (core area 3.2)
* Adaptive teaching (core area 3.3)
* Assessment (core area 4)

Following the ITAP days trainees will be encouraged to log their experiences reflections.

Below is an example of one of the ITAP days and log.

A close-up of a white and purple chart

Description automatically generated

### 66. Widening Access and Participation Project (WAPP)

Here at the UoM we recognise that all our PGCE trainees have individual needs, depending on their prior experiences of education, and that some may require different levels of support as they work towards becoming an effective, successful teacher. We can provide additional support for various targeted Widening Participation groups or individuals with an identified need. WAPP is aimed at supporting trainees, through coaching visits from professional educational coaches affiliated with the PGCE programme, to help them engage effectively with their teaching practices and ultimately become successful in a teaching career.

How do we work with you?

Firstly we offer some tailored sessions during the year with specific foci which we know are useful for some trainees to revisit in small groups such as Classroom Management, Behaviour for Learning, Planning lessons effectively, Voice coaching and Applying for jobs. These sessions will be advertised during the year at an appropriate time and subject tutors may choose to signpost the sessions to you individually.

In addition we can also offer a visit from one of our tutors to help you to overcome challenges you may encounter during your training. The focus of the individual coaching visits is determined by you and your own personal requirements at the time and will be tailored to meet your needs. Common foci include support managing workload and organisation, support with academic assignments, help developing planning and teaching skills, and help developing effective professional relationships.

These visits are not part of the lesson observation schedules carried out by your subject tutor and school mentor, rather they are opportunities to talk to a coach about your practice so far and collaboratively work out appropriate strategies for moving forward successfully.

WAPP tutors can provide short term support in a non-judgemental way (we are not involved in any of your formal assessment). We work to help trainees increase their self-awareness by identifying areas for improvement and challenging assumptions that may be preventing them to achieve their goals. Our discussion often focuses on the following areas:

* Trusting relationships
* A desire to develop and being open to the support provided
* Knowledge sharing
* Developing self-awareness through critical discussion
* Discussion of goals
* Exposure to new ways of thinking
* Skill development where appropriate
* The unlocking of potential.

We aim to challenge ways of thinking, using a supportive and boundaried approach which allows trainees to perhaps see past any current blind-spots and limitations, developing their approach in a more holistic way.

In order to get the best support from WAPP you must be open to receiving any feedback and consider fully any suggestions made during the sessions.

How to move forward with this additional layer of support from the WAPP team

If you feel you would benefit from this additional tailored coaching then please discuss this with your Subject Tutor who will refer your request to the WAPP team. We have a small dedicated team of coaches and we can only provide a limited amount of this additional support. Thus each individual request for this support will be considered carefully with your tutor so that this focused support can be arranged effectively where the need is appropriate.