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The University of Manchester
Manchester Institute of Education

Secondary PGCE BUSINESS/ECONOMICS

Subject Mentor Handbook

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Welcome to the Secondary PGCE Business Education/Economics and Business Education Course

Welcome to the Secondary PGCE Business Education and Economics and Business Education Course

This handbook has been written to assist mentors, experienced and new, to carry out their role effectively. Its main aim is to ensure that Business/Economics Education trainees get high quality and coherent support from all parties involved in their education and training.

Teacher education is a partnership, between school and university, mentor and tutor and its effectiveness depends in no small part on the work and dedication of mentors in school and college.

We hope that you will find this guidance useful and that, if you feel that improvements can be made, you will not hesitate to suggest them. Throughout this document, for the sake of ease and brevity for the reader, we have referred to 'schools'. We hope that colleagues in colleges will forgive us and will read 'college' for 'school' where appropriate.

Although PGCE trainees are normally referred to as trainees, these terms are used interchangeably throughout this document, again for the sake of ease and brevity. This document should be read in combination with the other sections of this handbook.

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Welcome to the Secondary PGCE Business/Economics Course Team

An introduction from our university tutors

The contact details for the Business Education PGCE university lecturers are:

Mr Bob Hindle, Subject Lead

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Research activities and teaching experience

Most PGCE tutors in the School of Education are actively involved in conducting and publishing their own research. Our partnership schools often contribute to this research. The termly Partnership meetings are in part designed to inform schools and colleges of the work taking place in Manchester Institute of Education. Please contact us for further details. Trainees will also be involved in conducting their own educational research through the enquiry assignment in the Spring term.

Professor Carlo Raffo

Teaching experience: Carlo initially taught in an 11-18 school in Milton Keynes that was then followed by a period of time as Head of Department in two 11-16 Salford schools. His longest period in post was as IT co-ordinator and Head of Business Studies in a large sixth form college in Manchester.

Research interests: Carlo's main focus of research has been an examination of the way underachieving and educationally disaffected young people attempt to navigate their transition from schooling and adolescence into adulthood and work. He was involved in a national evaluation of the DfES's Full Service Extended School project and is also involved in examining the professional development of trainee teachers in urban contexts. He has produced behaviour management materials for tutors on ITE programmes on behalf of the DfE.

Bob Hindle

Teaching experience: Bob taught business and economics at a sixth form college in Greater Manchester, where he was also Student Manager and Equality & Diversity Co-ordinator. He spent five years as Assistant Principal responsible for teaching and learning and lesson observation, as well as PGCE students and the induction of newly qualified teachers. Bob has also taught economics at IGCSE and IB in an International School and as a manager in two Further Education Colleges, including Head of Student Services. He has combined working at the University with consultancy and management roles in Further Education and sixth form colleges. Bob is an examiner with two major boards in Economics.

Research interests: Having worked with diverse communities for many years, around race equality, celebrating diversity and community cohesion, he has been involved in some national initiatives, with a range of institutions. Bob's recent research has been on the impact of the Prevent duty in schools and colleges.

Giles Bennett

Teaching experience: Following a five year period in commercial banking, Giles' teaching career started in FE/ HE in London. He has spent over twenty years working in the sixth form sector in Greater Manchester as a teacher of business, accounting and economics, combining this with a range of management roles. Giles' work as an Assistant and Vice Principal has spanned curriculum and pastoral management, including staff development; coaching, mentoring and working with PGCE trainees and NQTs. He is also an AQA examiner in Business Studies.

Research interests: Giles' post-graduate work has explored the management of change and organisational culture in educational contexts

Mentor support:

There are many opportunities for you to discuss your trainee's individual progress with the university tutor. These include the school/college visit as well as the termly mentor update meetings. Please feel free to contact the university tutors with any query or matters arising, either by phone or email.

Course design and sessions

The course is designed not just with the National Teacher Standards in mind, but with the professional development of trainees. It has been put together from our own experience of what makes good teaching, feedback from mentors (who also contribute to sessions) and traditional areas of focus for both PGCE trainees and Newly Qualified Teachers. All sessions are interactive and trainees are encouraged to contribute and discuss

Further opportunities are highlighted for trainees to follow up ideas from sessions and take some of these forward as part of their work in school/college and in their assignments. A weekly bulletin is also produced to help keep trainees informed of upcoming events and deadlines, as well as key current issues in education.

September- December 2020

Session title	Session title
Introduction to PGCE and teaching business and economics	Introduction to Assessment and Assessment for Learning
Subject knowledge update [two days]- A level Business Studies	Behaviour for Learning/Teaching in a context with a high proportion of disadvantaged students, literacy [MEA]
An introduction to heartwork	Introduction to SEN and Education, Health and Care Plans [Loreto College]
Subject knowledge update- Macroeconomics	ESOL and working with high needs students [Loreto College]
Introduction to lesson planning and lesson evaluation	Engagement, challenge and independent learning
Developing Resources	Pathways support/Level One learners [Loreto College]
Behaviour management	An Introduction to BTEC- course units, design and assessment
Teaching Online and adjustments for schools with covid-19	Retrieval practice and recall
An Introduction to Schemes of Work	Marking an A level Business Studies case study
Ensuring Pupil Progress	Introduction to teaching lower school computing
Introduction to teaching A level Business Studies	Introduction to differentiation
Writing a Literature Review	November progress review [tutorials]
Introduction to GCSE Business Studies	Introduction to Reflective Practice assignment
Numeracy: Marking the Level 2 BTEC external tests	Introduction to learning to learn: metacognition

January- March 2021

Session title	Session title
Using ICT in teaching: online apps and multiple choice questions	Equality and diversity in schools and colleges
Professionalism and professional conduct	Workplace politics in schools and colleges
Differentiation with low and high ability; ensuring 'lost children' are included	First appointments
Numeracy: Teaching Business Finance- investment appraisal and break even	Delivering an outstanding lesson: stretch, challenge and mixed ability
Developing Q&A skills	Destinations at 18: university, jobs and apprenticeships
Subject Knowledge update- Microeconomics	Ofsted priorities and the new inspection framework
Marking in A level Business Studies	Introduction to powerful knowledge- teaching, learning and assessment assignment
Interactive quizzes, using phones and apps	Research informed teaching cont. - Hattie and

	effect sizes, EEF toolkit
Using assessment to support teaching and learning – Dylan William research	Assessment, success criteria and stretch and challenge – Tom Sherrington blogs
Extended Project Qualification [Loreto College]	Working with parents and carers
Systems for targeting and monitoring [Loreto College]	Cognitive load theory
Safeguarding and student wellbeing update [Loreto College]	Marking A level Economics
Loreto Systems [Loreto College]	My NQT/RQT years [guest speaker]
ALPS and value added [Loreto College]	Approaches to student feedback
Achievement gaps [gender/ethnicity/disadvantage] and closing them	Job interview workshop
Assessment, planning and target setting using ALPS	Psychology, wellbeing and dealing with challenge: Royal Marines
Cultural Capital	Using success criteria in the classroom

April- June 2021

Session title	Session title
Disadvantage and poverty [Prof Carlo Raffo]	High Expectations
Planning for the year for new teachers	Leading a business department
Tutor2u resource workshop	Teaching GCSE Economics
Oxbridge preparation for business and economics students	

Trainees will also complete a Skills Audit in Literacy and Numeracy that are introduced early on in the course.

Education Programme of Studies (EPS) sessions 2020/21

Date	Theme	Timings	Lectures
Wednesday 16 September	Purposes of education Safeguarding	09:30 - 10:30 live lecture (Zoom) Independent study 14:30 - 16:00 seminar (Zoom)	Introduction to EPS (Siân Morgan) What is Secondary Education for in 2020? (Andy Howes)
Wednesday 23 September	Ways of Learning - Behaviour for learning - Theories of learning	9:30 - 11:00 live lecture (Zoom) Independent study* 15:00 - 16:00 seminar (Zoom)	Behaviour for learning (Matt Grant) * Including 30 mins group work between (14:15 – 14:45)
Wednesday 30 September	Equality, Diversity and Inclusion (EDI)	09:30 - 11:00 live lecture (Zoom) Independent study	LGBT inclusion (Rachel Williams, The Proud Trust)

		15:00 - 16:00 seminar (Zoom)	
Wednesday 7 October	Recovery curriculum Disadvantage	09:30 - 11:00 live lecture (Zoom) Independent study 15:00 - 16:00 seminar (Zoom)	Disadvantage (Carl Emery) Supporting pupils with anxiety 42 nd Street (Natalie Lunn/ Natalie Whittaker)
Friday 4 December am	RSE PSHE SMSC	09:30 - 10:45 live lecture (Zoom) 11:00 - 12:00 seminar (Zoom)	Relationships and sex education (RSE) / Personal, social, health and economic education (PSHE) / Spiritual, moral, social and cultural (SMSC) lecture
Friday 18th December am	Applying for jobs	9:30 - 10:30 lecture	First appointments (Tom Donnai)
Wednesday 6 January am	Researching pupil voice	09:30 - 10:30 live lecture (Zoom)	Learning from educational research (purpose, collaboration, ethics and key themes) (Andy Howes and Claire Forbes) Research workshop
Friday 15 January	Inclusion Conference	09:00 - 4:00 choice of lectures	Inclusion Conference – choice of sessions
Wednesday 24 March am	Research – sharing methods	09:30 - 11:15 parallel workshop sessions 11:20 - 12:00 drop in session	Research focussed sessions
Friday 11 June am	What next? Research - sharing findings	10:00 - 11:00 live lecture 11:30 - 12:30 trainee-led poster conference	What next for educational professionals? Professional Development Profile (PDP), the induction year, further study, CPD, unions. Hearing pupils' voices

Annual Subject Development meetings

These take place in November of each year and are designed to get mentor feedback on the success of the course to date, which is greatly valued. All mentors are encouraged to attend.

Summary of Key Roles and Responsibilities

In order to ensure our trainees receive a high quality experience and are well prepared for the demands of the profession, we have clear expectations of our partners in terms of the school generally, school mentors working with individual trainees and ITT coordinators who may be supporting them.

Who does what?

Who?	Key roles
Headteacher	Provide overall commitment and structure to facilitate effective ITE in school or college
Professional mentor *	<p>Ensure the key aspects of the partnership agreement are adhered to</p> <p>Oversee trainee placements and work with the university to resolve any issues should they emerge</p> <p>Select mentors who are experienced and able to give the trainee support and mentoring</p> <p>Ensure subject mentors attend mentor training</p> <p>Offer moderation observations, support and guidance where needed to both subject mentors and trainees</p>
Subject mentor *	<p>Attend mentor training in order to be prepared for and complete the expectations and requirement of the placement</p> <p>Offer time and support to the trainee to assist them in making progress across the placement including modelling good practice, agreeing clear targets and checking planning, with a strong subject specific element</p> <p>Model good practice and work collaboratively with the trainee to mentor and coach their development</p>
Other school staff	<p>Be willing to be approached by the trainee if they have a subject or specific leadership role that may support the trainee's progress or subject knowledge</p> <p>Model good practice and encourage the trainee to learn from their experience and/or expertise</p>

We are committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. This is essential in ensuring our trainees receive the best support, training and outcomes as they enter the profession. The course directors and partnership lead will maintain a broad overview of trainee progress and the course impact as a whole.

Who?	Key roles
Programme director	<p>Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS</p> <p>Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary</p> <p>Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors</p>
School Liaison Officer (Team)	<p>Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements</p> <p>Monitor and QA the partnership, report back to programme director, advisory boards and, where necessary, specific school partners</p> <p>Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership</p> <p>Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress</p>
Subject tutor	<p>To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements</p> <p>Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees</p> <p>Support trainees and/or mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans</p> <p>Oversee the assessment of trainees in line with UoM and Teachers' Standards</p>
Trainee *	<p>Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping</p> <p>To be responsive to feedback and open to being mentored in order to improve their professional skills</p> <p>Represent the university and the expectations of the course to a high standard.</p>

Trainee's Role

Trainees will be expected to:

- Be punctual
- Set a good example to the pupils through their personal presentation and professional conduct and through the standard of their spoken and written English
- Carry out, in a professional manner, tasks required by the headteacher, co-ordinator, mentor and the university
- Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
- Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for the education and welfare of pupils
- Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the mentor
- Mark work promptly in accordance with school policy
- Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
- Become involved in the general and corporate life of the school attending staff meetings and school events by invitation, including parents' evenings
- Maintain the RoAD in an up to date fashion, and establish and maintain a school file. Have both available in school at all times
- Listen to constructive advice and act upon it to the best of their ability
- Take responsibility for their own professional development

- Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
- Demonstrate, and collect evidence of, achievement of the standards for QTS by completing relevant sections of the RoAD
- Return any resources or materials belonging to the school at the end of the professional placement
- Be aware of the wider context of education and that learning takes place both in and out of school.

Main Responsibilities of Subject Mentors

1. Induction of trainee into the department and the school/college

The handbook includes suggestions for induction relating to key colleagues, including nominated member of staff for child protection and the SENCO; key documentation, including pastoral and discipline systems, Health and Safety Policy and inclusion of trainees in the school or college's communications system.

2. Timetabling

A trainee's timetable should be approximately 9 hours in Term 1, 10 hours in Term 2 and 12-14 hours in Term 3. Timetables should be coherent and should be balanced for levels of ability and topics taught. Term 1 should focus on Key Stage 4 and Key Stage 5, with some lower school teaching to suit. At least 60% of the trainee's timetable should be business/economics classes.

3. Lesson observation and feedback

Each trainee's minimum entitlement is one lesson observation with verbal and written feedback per week from her or his mentor and one conferencing session with her or his mentor. These entitlements should not be delegated to other colleagues unless there are exceptional circumstances. Colleagues may need to use their professional judgement in deciding how and whether to give additional observations and feedback.

4. Weekly timetabled mentor conferencing

Suggestions for appropriate topics for mentor conferencing sessions are given in the handbook. Most sessions will focus on individual trainees' developmental needs.

5. Writing end of placement progress reports

Progress reports should indicate a trainee's strengths and areas for development. They reflect regular dialogue with the trainee and close observation of the trainee's development. While issues should be discussed or negotiated with the trainee, the report reflects the professional judgement of the mentor.

6. Target setting

The use of developmental targets for trainees is strongly encouraged. Examples of developmental targets commonly set for trainees are given in the handbook.

7. Assessment of trainees

Assessment of trainees should be based on evidence, and should be fair and objective. Evidence available for identifying whether they are 'on track' includes: the trainee's RoAD, lesson observation notes, the trainee's scheme of work booklets, assessment records and marked student work.

8. Progress matrix

Overall assessment is judged against the teacher standards which can be found in the RoAD document, titled progress matrix. The Standards in the matrix need to be highlighted to reflect your judgement of the trainee's progress. I encourage you to use the matrix frequently, but you will need to refer to it mid-way and at the end of the placement.

Induction of Trainees

Induction into the school or college

Aspects of school/college experience which are particularly valued by trainees are as follows:

1. Being treated as colleagues not students;
2. Being made to feel welcome;
3. Timetables with coherence and continuity;
4. Time with mentors, and other colleagues;

Mentor debriefings and lesson consultation notes which identify growth points and challenging targets for development as well as giving praise and encouragement; Clear information about potential sources of misunderstanding, such as professional responsibilities and dress codes.

Mentors should discuss trainees' curriculum vitae and prior skills and experience, and how these relate to the needs of students and the school or college as a whole, including opportunities for extracurricular and community involvement.

Partnership schools and colleges arrange their own programmes of teaching and related activities for trainees in their teaching subjects, and the wider school experience such as tutor and registration groups, special needs, personal, social, citizenship and health education, extracurricular activities.

To help trainees to prepare for Placement 1 they visit the school for four days per week before the full placement begins.

Trainees need access to school or college resource materials, including textbooks and other resources, as well as ICT facilities, tapes and library resources. Access to stock lists would be useful.

Trainees will find the following useful:

- A tour of the key areas of the school or college;
- Introduction to the school/college risk assessment and protocols/adjustments for covid-19
- School calendar of events;
- Details of essential staff, such as headteacher, relevant deputy heads, professional mentor, heads of year and other pastoral staff, head of department and other members of the department;
- School or college office staff;
- Nominated member of staff for child protection;
- The SENCO;
- Contact numbers for out of school hours;
- Arrangements for illness and absence;
- Expected behaviour, including pastoral and discipline systems;
- School and department handbooks for staff;
- School or college prospectus;
- A map of the school or college's whereabouts;
- Information on the local area.
- Trainees would also appreciate their inclusion in the school or college's communications system, including: Access to a pigeonhole (shared if necessary); Inclusion in the school or college bulletin.

Mentors should make sure trainees know about:

- Domestic arrangements – toilets, coffee, lunch;
- Dress codes and normal modes of address in school or college;
- Travel and parking arrangements;
- Health and Safety regulations, including fire drills, evacuation and emergency procedures;
- Access to resources, including photocopying and duplicating;
- Access to ICT facilities.

Mentors should make sure trainees have:

- Keys for classrooms and resources where appropriate (to be returned on leaving);
- Space in the staffroom, including space for storage and space for working.
- Induction may also include planning for some of the following:

- Shadowing a student during the day or part of the day;
- Shadowing a member of staff;
- Observing teachers using a wide range of teaching strategies in various curriculum areas;
- Focusing on students with different levels of ability, development and motivation;
- Working with colleagues on Personal, Social, Citizenship & Health Education;
- Finding out about the pastoral system;
- Attending departmental and other staff meetings;
- Taking part in extracurricular activities;
- Taking part in school productions;
- Attending consultation evenings for parents;
- Finding out about links with the community and home-school liaison;
- Looking at strategies for teaching gifted students;
- Using ICT facilities;
- Visiting a feeder primary and looking at progression;
- Sharing in school-based professional development.

General induction to the school or college should include:

- Brief, informal meetings with key staff, including departmental colleagues, the ITT
- Professional Mentor, colleagues in charge of resources.
- An interview, formal or informal, with the subject mentor, and possibly other colleagues, to assess the trainee's main strengths and areas for development and to respond to any queries by the trainee.
- A meeting, formal or informal, with other ITT trainees in the school or college.
- Allocation of a workspace and access to the school's/college's communications systems.
- Familiarisation with day-to-day issues, e.g. dress codes.
- A meeting with the subject mentor to receive the trainee's draft timetable.
- The trainee might spend a half-day or full-day shadowing a student, enabling the trainee to observe lessons and other activities, such as form periods, followed by discussion of what has been observed, with class teachers or subject mentor.

The trainee should spend a half day or full day observing teaching in some of the classes she or he will teach, followed by discussion of what has been observed, with class teachers or subject mentor. The trainee should also be given documents relating to key policies, including multicultural policy (Colleague(s) responsible for equal opportunities, EAL support), SEN (SENCO, SEN colleagues), Safeguarding (colleague responsible), discipline and behaviour (form tutors, heads of year), marking policy and common practice among class teachers (heads of department, class teachers), gifted and talented policies (professional mentor).

The trainee should research the classes she or he will teach on main practice, e.g. by examining test scores, reading IEPs, reading work by students, including gifted and talented students, discussing the class with class teachers, looking at schemes of work the students have completed recently.

The trainee should continue observation of teaching in classes, including her or his own classes and classes in subjects other than English. The trainee should also observe pastoral-related activities, such as a form, assembly, tutor time.

Weekly Mentor Meeting

What to discuss at weekly mentor meetings/ conferences?

The trainee should lead the conversation regarding the mentor meeting and complete the proforma in their RoAD document.

Think to consider:

1. Always insist on seeing the RoAD document for every meeting
2. Always allocate the full time for mentor meeting- it is often the first thing bought up in University
3. Check lesson plans and reflections
4. Refer to targets and progress from last time
5. Go over any up and coming events such as parents evenings and trips
6. Talk about any University deadlines that are coming up and university days
7. Think always about targets and how they are being addressed

There is room to discuss the teaching of Business and Economics

1. If you have time, consider discussing any one of these topics in your mentor meeting

Trainees are guided as follows:

For placement 1 (TP1)

1. Get to know your Business department. Who are the key members? What are their specialities, what interests do they have? Student could share their own dissertation and subject beliefs and interests with their mentor.
2. What resources are available in the department? Where are schemes of work, books and resources? Are they hard copies or electronic? Where do staff get their resources? How are text books set up in the department? What needs to be labelled and which sheets need to be given to pupils?
3. How is learning assessed in your department? What are the key assessments that take place throughout the year? How are they marked and where is the data stored? What are the deadlines and why is it important?
4. What is the vision and ethos of your department? How does your department develop business and economics students to become 'worldly citizens'?
5. Go through your class lists with your subject mentors. Who are the pupils you teach? Who are the keen business and economics students? Who are the characters that you need to pay particular attention to?
6. How can business and economics students really hook pupils into the lesson? Plan a starter activity that really engages and motivates the students. Review starter activities together,
7. Get to know your exam board. Go through the website of the exam board; look at past papers, mark schemes and examiner reports together. How can these resources be used in lessons and to inform lesson planning?
8. Planning for progression. Discuss how schemes of work in your department increase in breadth of study, increase in scale, greater complexity of phenomena, increasing use of abstract ideas and general knowledge and develop thinking skills.
9. How can numeracy be boosted in business and economics lessons?
10. What are the key assignments in vocational business? What do pupils need to do? How is it done? What data do they collect and how is it written up? What do good examples look like?

For placement 2 (TP2)

1. What key subject events have taken place over the Christmas holidays? Where could these stories fit in with the business and economics schemes of work present in the department?
2. How will you be marking key pieces this term? Subject mentor to go through marking and assessment with Students to make sure they know the correct assessment practices in the department.
3. Which twitter feeds can encourage teaching?
4. Student to look at @tutor2u and @tutor2uecon hashtags and teaching resources
5. What is the place of business and economics in the curriculum? Student to read 'Constructing a Critical Business Studies' by Dave Hall (2007) <https://www.questia.com/magazine/1P3-1510115401/constructing-a-critical-business-studies>

6. Visits and trips- how do these enrich the teaching of A level and of vocational business? How and why are particular companies selected?
7. Sharing resources. Which activities have worked well this term? Mentor and Student to talk through some of their best teaching resources.

For final Placement TP3

1. What were our successes and failures regarding teaching last term? Which lesson and schemes or work worked well and which didn't?
2. What are the key dates to be aware of this term such as parents' evenings, fieldtrips, assessment opportunities, learning walks and book scrutiny?
3. How will you be marking key assessment pieces this term? Subject mentor to go through marking and assessment with Students to make sure they know the correct assessment practices in the department.
4. How have you developed your subject knowledge this term? What extra reading has been done? How have you prepared for teaching new topics this term? Have you updated schemes of work that teach up to date subject knowledge such as new case studies?
5. How do economics teachers tackle difficult subjects such as income and wealth inequality, wage determination, globalisation and migration, unemployment and the pros and cons of economic growth?
6. How do business teachers tackle business ethics, accounting conventions, money laundering, advertising ethics and the ASA and CSA codes of practice?
7. How can homework be made more meaningful in business and economics lessons? How can the teacher prepare pupils for next lessons or extend the learning that has taken place this lesson through valuable and interesting

Observing and Providing Feedback

Each trainee's minimum entitlement is to one lesson observation with verbal and written feedback per week from her or his mentor and one discussion session with her or his mentor. These entitlements should not be delegated to other colleagues unless there are exceptional circumstances. Time for the mentor session should be protected.

In the early stages of a practice, and perhaps during the whole of the practice for some trainees, each class taught should be observed weekly. Other class teachers should observe and feed back to the trainee at least once in the practice with formal written feedback. Support for class teachers in working with trainees is given below. Colleagues may need to use their professional judgement in deciding how and whether to give additional observations and feedback. The number of observations and conferencing sessions depends to some extent on the ability and progress of the trainee, though this should not cut across the minimum entitlement. Mentors should decide which lessons to observe; the decision should not be made by the trainee. Mentor sessions with the trainee should be timetabled for a specific time each week. Some trainees may need more than one session per week, at least for a time. Colleagues recognise that most trainees need some time on their own with their classes, and that mentors should step back gradually from the trainee's classes as the practice progresses.

Tutors monitor provision of observation, feedback and conferencing through trainees' RoADs and through feedback from Professional Mentors at regular intervals. Mentors who find themselves unable to meet the minimum observation, feedback and conferencing requirements should contact the PGCE subject course leader to discuss alternative provision of support for the trainee or trainees concerned. If necessary, additional mentor training will be offered.

Remember it is a BUSINESS/ECONOMICS lesson

Please take care when making formal observations that you do not get carried away focusing on the generic aspects of the lesson and ignoring the business and economics.

Avoid using a 'checklist' to judge a lesson against the Teachers' Standards and, instead, take a more holistic view. Pay attention to the development of subject understanding - this is an important aspect of your judgement about the quality of teaching in the lesson.

Consider these questions during your formal observations of business/economics lessons (based on Roberts):

1. *Am I making a holistic professional judgement of the lesson, rather than ticking off a checklist of 'standards'?*
2. *Is sufficiently good business/economics teaching and learning going on in this lesson?*
3. *Am I judging the quality of the teaching and learning, or am I being influenced by the 'structures' that I expect to see in a lesson such as objectives written on the board, a starter and a plenary?*
4. *What does this lesson tell me about the trainee's subject knowledge?*
5. *Did the trainee elicit the students' prior knowledge of the lesson topic? How did they build on that in the lesson?*
6. *Did the students make progress in their use of business/economics learning during the lesson? Did they reveal any misconceptions or misunderstandings? Was the trainee aware of this and what did they do about it?*
7. *How did the trainee support different learners during the lesson to make progress? Did they provide them with opportunities to make sense of new information that was introduced in the lesson and help them to consolidate or "make sense of" their learning?*
8. *Who worked the hardest and did the most purposeful talking in the lesson – the trainee teacher or the students?*

Debrief of the lesson:

After an observation of a trainee's lesson, you should have a constructive discussion to review how the lesson went and the progress the trainee teacher is making in their teaching – this is the generally known as a lesson debrief. Especially later on in their training, it is important to give a trainee space and time to reflect on a lesson so that they develop their critical evaluation skills.

Often ITE trainers or mentors can dominate the discussion. Margaret Roberts suggests they should operate the 50% rule, where they are talking for only half the time. It is important that you listen to a trainee teacher so that you

understand how the lesson appeared to them - only then will you be able to move them forward.

The lesson debrief will take time and you should arrange a quiet room where you will be free from interruptions. Agree in advance of the lesson the time the discussion will take place - later the same day if you can. To reduce trainee anxiety, particularly in the early stages of the training, make some immediate comment on their lesson, especially if there is a long gap before the post-lesson discussion happens. Your comments should always be supportive, but honest. It is not fair on a trainee to say immediately, 'that was fine' and then pull their lesson apart in a review later.

Consider:

- *The key messages you want to convey - avoid the temptation to comment on everything*
- *Letting the trainee give their evaluation of the lesson first, while you resist making comment*
- *How to give due emphasis to strengths (trainees often only hear the negative!)*
- *Always make comment on the trainee's planning and subject knowledge, as well as their teaching, in the lesson*
- *How to focus on the success (or otherwise) of the lesson in terms of the geography that was learnt? Using questions such as:*

o Do you think the lesson objective to.....?

o Were higher attaining pupils sufficiently challenged by the task on....?

o What do you think the pupils understood about concept?

(for more ideas refer to the trainee support sheet Where is the Business?!)

- *Matching the type and quantity of feedback to the trainee's stage in the training*
- *Acknowledging improvements made from the previous observation, where possible, so that trainees are able to begin to see links between the different lessons they teach and how the skills of teaching are transferable.*
- *The next steps – for the trainee and the pupils' business/economics learning. Discuss with the trainee what the observation will focus on in the next observation*
- *Checking the trainee's perception of what has been said and of how they understand they are progressing*
- *Providing written, in addition to oral, feedback.*

Providing written feedback

As well as an oral debrief, trainee teachers are entitled to written feedback. ITE trainers/mentors can provide this either on a form or as written notes. The latter used to be the most common, but increasingly ITE providers expect all mentors to record their comments on a standard pro-forma and relate comments to the Teachers' Standards.

A form can be a useful aide-memoire but should not constrain an ITE trainer/mentor from making pertinent comments. Official pro-forma can make the observation and feedback process very formal so that formative dialogue and discussion are lost. Forms that require a mentor to 'tick' Standards can prevent, rather than facilitate, effective feedback.

Detailed observation notes, without comments, provide a good starting point for discussion. Using this approach is particularly helpful to draw out evaluative comments from a trainee teacher and the judgements about the lesson can be agreed jointly by the trainee and the mentor after discussing the evidence. Sometimes it is appropriate for the trainee to summarise the key points covered in the discussion.

Considerations about feedback

- What is written down can be reflected on and referred to later, by both you and the trainee.
- Observation forms can provide a useful 'aide memoire', but they should not be a straightjacket.
- Be flexible in the type of written feedback you provide and make it appropriate for the situation.
- Feedback comments should conclude with evaluation and targets for the trainee to work on.
- Is it clear you are writing about a Business/Economics lesson?
- Over several feedbacks you should include different types of comment, for example:
 - observation of trainee teacher actions;
 - description of events e.g. 'verbatim' language use by teacher and pupils;
 - evaluation of what the trainee does and how the pupils respond;
 - information, advice and suggestions for alternatives;
 - questions.

Developing your practice

Strive to develop and improve on the quality of your debriefing and written feedback as you get more experienced. Here are some ways you could do this:

o Observe your trainee alongside another teacher. Prepare separate notes and compare what you identify to be the salient points. Lead the post-lesson discussion and ask your colleague to act as a critical friend to comment on your

debriefing.

o Ask your trainee to give you some honest feedback on your approach.

o Compare your written feedback with other ITE trainers/mentors. Use the checklist below to review your practice.

Checklist to review your practice.

✓ Do I consider when it is most appropriate to focus on particular standards and when on the whole lesson?

✓ Have I observed and commented on whether sufficient good Business and Economics teaching and learning took place?

✓ Am I judging the quality of the teaching and learning, or am I being influenced by the 'structures' that I expect to see in a lesson - such as objectives written on the board, a starter and a plenary?

✓ What did this lesson tell me about the trainee's subject knowledge? Have I commented on any inaccuracies, where the trainee needs more depth of knowledge or alternative ways of presenting it to pupils?

✓ Did I comment on how the trainee found out about the pupils' prior knowledge and how they built on that in the lesson?

✓ Did I think the pupils made progress in their Business and Economics learning during the lesson? Did I concur with the trainee's view? Did I comment on what the trainee did to influence progress of the class, groups, and individuals?

✓ Who worked the hardest and did most purposeful talking in the lesson – the trainee teacher or the pupils? Did I say so? Moving trainees on after a teaching observation. The lesson observation should not end with the debrief and written feedback. To be truly effective a mentor needs to use what they have observed and discussed to move the trainee on. Conclude your discussion by agreeing specific targets for areas that the trainee needs to develop.

Additional Support for Trainees

Additional support is provided for trainees who may be struggling to reach the standards required. Other trainees may also be given additional support. Support will be negotiated between mentors, tutors and, where appropriate, trainees, and may consist of some of the following:

1. An action plan agreed between tutors and mentors;
2. Additional targets and practical activities to enable the trainee to achieve targets;
3. Additional lesson observations by tutors or mentors/class teachers or both;
4. Detailed monitoring of progress with additional discussions between mentors and tutors and between Placement 1/3 and Placement 2 mentors.
5. Tutors and mentors will meet to discuss targets and strategies for supporting trainees who need additional help, normally at the beginning of Placement 3 as well as at other times as necessary.

Guidelines for Tutor Visits

The Business/economics tutor will normally organise observations with the trainee in University days, Outlook email invites are normally sent. Mentor and Trainee are expected to acknowledge the invite by accepting or declining it.

The main purposes of tutors' visits are as follows:

- To share lesson observation and subsequent feedback, including debriefing and written feedback, with the mentor or class teacher; to review RoAD and teaching file
- To monitor the trainee's progress;
- To continue relevant aspects of mentor training;
- To contribute to moderation of mentors' assessments of trainees.

The usual form of a tutor's visit will be as follows:

- The tutor discusses the scheme of work relating to the lesson to be observed with the trainee, and if possible with the mentor.
- The tutor and mentor observe the trainee's lesson. Both tutor and mentor complete written lesson observation reports, or notes for these.
- After the lesson, the trainee evaluates the lesson with the mentor, and the mentor gives feedback, identifying strengths of the lesson and setting targets for the trainee.
- The tutor comments on strengths and areas for development.
- Mentor and tutor each give the trainee a copy of their written lesson observation reports.
- Tutor and mentor discuss the trainee's progress, together with any other training issues that emerge, including attainment of ITT Standards and grading of trainees against criteria for In lessons, documentation and discussion and reflection.
- Where possible, tutors try to arrange visits times when the mentor is likely to be free, for example when the trainee is teaching one of the mentor's classes. However, this cannot always be done, and mentors are asked to make cover arrangements so that they can be available to share lessons and debriefings. If it is not possible for the mentor to be available, the class teacher should share the lesson observation, conduct the debriefing and discuss the trainee's progress with the tutor.
- Colleagues should check that proposed visits do not coincide with school trips, work experience and so on, and let the relevant tutor know as soon as possible if any problems arise.
- Wherever possible, tutors try to inform colleagues of visits in advance. However, a trainee may expect a visit at any time when she or he is expected to be on the school or college premises.

Content and Delivery of the ITT Programme

The Secondary PGCE course is split into two key components: the taught course and school placements. The taught course offers comprehensive training in subjects as well as a broad spectrum of ‘Educational and Professional Studies’ topics relating to the wider roles and responsibilities of teachers. Innovative teaching approaches are utilised to deliver our taught course including lessons for pupils within the university, as well as a wide range of school-based learning experiences, such as school centred training days. All subjects make tailored use of subject experts, current practitioners and expertise from within the partnership, which is a strength of the programme.

In order to be recommended for the award of QTS, the trainees are expected to spend a minimum of 120 days in school as well as engaging in a taught course that encompasses the key principles of the DfE framework of core content for initial teacher training (ITT) (2016). There are three assessed teaching placements of roughly equal length: Placement 1, Placement 2 and Placement 3, with the normal pattern being that trainees return to their Placement 1 setting for Placement 3. Placement 2 is a contrasting placement, so that all trainees experience teaching in different contexts (age, demographics of pupils, attainment levels in the school, school context all being key differences). Additionally, all trainees complete a placement in a primary school so that issues of transition and understanding of progression are carefully considered.

Element of course	Brief description
Primary School Placement	7 days (completed September, or at Christmas; or online in 2020/21)
Initial university weeks	Two complete weeks, followed by three part weeks during induction for P1
Placement 1	Three part weeks followed by eight complete weeks
Christmas holiday	Assignments to be completed
January university weeks	Two weeks for review and development of key ideas in subjects; Inclusion and Inspiration conference to which Partnership colleagues and mentors are welcome
Placement 2	Teaching in a contrasting school
March university week	Setting agenda towards becoming an outstanding trainee
Easter holiday	Easter moves and so sometimes falls after the start of Placement 3
Placement 3	Return to first placement school (normal pattern)
June university week	Preparing for employment, sharing outcomes of placements, enquiry
Transition placement	In employing school (or similar) with activities to prepare for NQT year

The Secondary PGCE has worked with partnership schools and colleges for many years with overwhelmingly positive feedback from our longstanding partnership schools. Quality is assured by a team of School Liaison Officers who make systematic and personal connections with the Professional Mentor in our partnership schools and colleges, ensuring that colleagues in placement and in the university are well-informed and contributing to effective training processes for all trainees. Both trainees and partners recognise the positive impact that this approach has on securing trainees’ progress through an understanding of their individual needs and professional learning journey.

For each trainee, a named university tutor in their subject is the main point of contact for the subject mentor in school or college, and for any other staff requiring assistance or raising concerns. Each university tutor will have responsibility for 20 trainees throughout the course and maintains an overview of their individual progress. The tutor supports the placing and training of the group across all school based work required as well as assisting with any other enhancements to enhance trainee experience and training. The tutor oversees the organisation of each trainee’s experience to ensure all trainees are compliant and are provided with a broad range of school experiences.

Each placement school arranges Educational and Professional Studies sessions within the school or college for all the trainees – usually this is the responsibility of the professional mentor.

Trainee Timetable

A trainee's timetable should be approximately as follows:

- About 9 hours per week in Term 1
- 10-12 hours per week in Term 2
- Up to 14 hours per week in Term 3

Trainees will be expected to spend a considerable proportion of their time on planning and assessment, as well as on the assignments that form an important part of their course.

As far as possible, timetables should be balanced for levels of ability and topics taught. Trainees are introduced to GCSE, BTEC and A Level specifications and teaching approaches in Term 1 of the PGCE course, so for most trainees Placement 2 and Placement 3 will be the most appropriate opportunities to offer further 16+ teaching.

A typical timetable will enable trainees to carry out a mix of activities that will help them to become familiar with the teaching role and to achieve the ITT Standards. These may include activities within the class teacher's lessons, teaching complete lessons under supervision by the class teacher and teaching unsupervised. Wherever possible, trainees should be given opportunities for initial success in the classroom. Mentors should not timetable trainees for classes on times set out in the PGCE Secondary Handbook for attendance at university.

Trainees will find it useful to participate in the pastoral system, for example by working with a form teacher, and to contribute to the life of the school in other ways, for example through extracurricular activities.

Under no circumstances should trainees be asked to take responsibility for supervisory duties or to take cover lessons for absent colleagues.

Teaching Files

For each of the three periods of school/college experience trainees are required to keep a Teaching File. This file contains evidence that they have met the Teachers' Standards listed in the RoAD. It will be assessed by Subject Mentors in school/college and by University Tutors during school/college visits. Trainee progress will be assessed by cross-referencing with the RoAD.

Trainees should have their SE File, markbook, and RoAD available for inspection by the University Tutor each time they are visited.

The Teaching File will typically contain all of the following:

- background information about the SE institution – handbook, policies etc;
- background information about the Business and Economics Department – handbook, policies, Schemes of Work, exam specifications etc;
- school-EPS notes/handouts plus notes/minutes from departmental/school meetings;
- seating plans for all classes trainees teach;
- observation notes for each lesson trainees observe;
- a lesson plan and evaluation for each lesson trainees teach;
- any resources other than textbooks which trainees use in lessons, such as flashcards, copies of PowerPoint slides and worksheets;
- a Scheme of Work for one KS3 and one KS4 class (Placements 2 and 3);
- a portfolio of pupils' work including evidence of formative feedback;
- a markbook;
- PGCE Programme booklet- note weekly tasks;
- details of pastoral and other responsibilities;
- evidence of subject knowledge development.

This list is by no means exhaustive. It is a trainee's own responsibility to ensure that these Files contain adequate evidence to back up statements in the RoAD.

Teaching Files provide the evidence base for other assignments. Failure to maintain these Files, including lesson plans and evaluations for each lesson will result in a lack of sufficient evidence.

Assessment of Trainees

The following documents are available on the University of Manchester mentor gateway:

- Mentor lesson observation form
- Blank progress matrix and example progress matrix
- Trainee RoAD
- Mini Handbook
- Subject Handbook for Business and Economics

Race Equality Policy Statement

The University of Manchester is committed to eliminate unlawful racial discrimination, promote race equality and promote good relations between people of different racial groups. This is of particular importance given the highly diverse mix of students and staff at the University, and that of the local community. It is recognised that such a commitment will support the mission of The University of Manchester, *'the pursuit of excellence through the advancement of research, scholarship, teaching and learning'*, through the development of a culture which genuinely values diversity and actively promotes transparency in all its functions, with the long term aim of building race equality considerations into all our activities, creating an environment which:

- Supports all students and staff in their work and study, where race, ethnicity, religion or nationality, pose no additional barriers;
- Supports the freedom of religious faith, practice and belief, whilst expecting people of all faiths to respect others;
- Continues to engage with, and develop and maintain strong links with the local community, making full use of the skills and different perspectives.

Equality and Diversity Policy

The University of Manchester aims to create a culture of diversity within its community providing a dynamic working and learning environment, where all members are valued for their contribution. The policy can be accessed via the following link: <http://documents.manchester.ac.uk/display.aspx?DocID=8361>.

The University's aim is to promote equality of opportunity for all through the following objectives:

- Mainstreaming equality into the University's strategic and planning agenda
- Complying with its legal obligations
- Having an effective data monitoring and analysis process that supports this policy;
- Systematically assessing the impact on equality of our policies, procedures and practices at the University
- Involving staff, students and other stakeholders in the development and delivery of our equality objectives
- Ensuring that managers and staff undergo appropriate equality training and development for this role
- Promoting equality and diversity through internal and external communications
- Ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential
- Ensuring that staff, students and their unions' representatives are provided with appropriate forums e.g. the University Equality and Diversity Forum and staff network groups, to discuss equality and diversity issues and raise any concerns
- Ensuring that all contractors and service providers operating on behalf of the University are aware of this policy and expected to adhere to it.

Dignity at work and study

The University of Manchester is committed to creating a learning environment free of harassment, discrimination, victimisation and bullying, where everyone is treated with dignity and respect. The School of Environment, Education and Development will not tolerate bullying, harassment, discrimination or victimisation of any kind, either towards students and staff, or between them. Allegations of bullying, discrimination and harassment will be investigated and, if appropriate, disciplinary action will be taken.

More information can be found at:

<http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/>.

Social Media Policy: the University has a policy on the use of social media that is presented to students at the start of their course. The link to the policy is here: <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=42150>

CPD and NQT Programme

The University of Manchester Primary and Secondary PGCE Teams are firmly committed to supporting partnership schools and, in particular, alumni of the University of Manchester. Each year we offer a broad range of CPD activity across both Programmes. We produce a CPD booklet each year that we email to our partner schools.

Whilst this Programme provides some information about forthcoming events, please be mindful that this is not an exhaustive list and you will hear about additional CPD events during the year from us.