

MANCHESTER
1824



**The University of Manchester
Manchester Institute of Education**

Secondary PGCE BUSINESS/ECONOMICS

Subject Mentor Handbook 2023/24

The purpose of this handbook

Thank you for choosing a University of Manchester trainee to mentor in your department. Your contribution and experience is one of the most important roles needed for our trainees to flourish into excellent teachers and have rewarding careers.

The purpose of this handbook is to guide mentors in all matters regarding the mentoring of trainees including information on procedural activities and wider aims and ethos of the PGCE course. It makes clear roles and responsibilities of the trainee and subject mentor and answer questions that normally come up during the training year.

The mentor handbook will introduce the University of Manchester PGCE Curriculum which your trainee follows, including reference to the Core Curriculum Framework (CCF). It will include subject specific guidance.

We hope this handbook provides a useful guide to mentoring your trainee. If any of your questions are still left unanswered then please do contact your trainee's subject tutor at The University of Manchester.

This mentor handbook correlates with the subject handbook your trainee receives and the RoAD file in which your trainee will be documenting their progress through the training year.

Again thank you for choosing to be a mentor, we hope you'll find the experience highly rewarding and informative.

Clickable contents list

1. Welcome to Mentoring on the Secondary Business/Economics PGCE course	3
2. Aims of your Trainee's Business/Economics Programme	5
3. The University of Manchester Curriculum	6
4. Your trainee's PGCE Business/Economics Curriculum (including ITAP days).....	7
5. What is the ITT Core Content Framework (CCF)? How is this relevant to you as Mentor and to your Trainee?	140
6. What are The National Teachers' Standards?	19 42.
7. How will your Business/Economics trainee progress in their training during school experience? 20 44	
8. Education Professional Studies (EPS)	21 45
9. Roles and responsibilities in your trainee's PGCE year	21 48
10. Your Business/Economics trainee's role and responsibilities	23 1
11. The mentor's role and responsibilities.....	50
12. What to provide for your Trainee's school experience	51
13. Observing your trainee teach.....	52
14. Observing a trainee in a subject specific capacity	53
15. Mentor training and further support and guidance	53
16. What to do if your trainee experiences problems	53

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

The University of Manchester Business/Economics PGCE course is an excellent introduction to teaching in schools and colleges. It is recognised as outstanding by Ofsted and our External Examiner feedback and trainee evaluation scores are always positive. 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 improvements could be made, you will not hesitate to suggest them.

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.

Bob Hindle

Manchester Institute of Education
Ellen Wilkinson Building
The University of Manchester
Oxford Road
Manchester, M13 9PL

Bob: [Subject Lead]

PGCE Office: 0161 275 3976

Email: bob.hindle@manchester.ac.uk

Giles

PGCE Office (for messages): 0161 275 8472

Email: giles.bennett-2@manchester.ac.uk

In cases of emergency please contact the PGCE office on 0161 275 8472 or teachereducation@manchester.ac.uk who will contact the necessary tutor.

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, Equality & Diversity Co-ordinator and Head of Faculty. 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 (now ECTs). Bob has also taught economics at IGCSE and IB, been Head of Humanities at an International School and 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. He is also interested in teacher recruitment and retention, especially in economics.

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

2. Aims of your Trainee's Business/Economics Subject Programme

By the end of the academic year, your trainee works towards achieving Qualified Teacher Status or QTS and being awarded Post Graduate Certificate in Education. Your trainee will be awarded a QTS for 14-19. Your trainee will be gathering evidence of meeting the Teacher Standards throughout the year. Your role as a mentor is vitally important in supporting the trainee make progress.

The aims of the Business/Economics PGCE at The University of Manchester:

1. To understand the importance of Business/Economics as a subject, learn its foundations and origins and complexities as a subject taught in schools and colleges.
2. Business/Economics PGCE students will understand how the subject is learnt by students. This is through an appreciation of learning theory. They will appreciate how students make sense of Business/Economics and demonstrate learning.
3. Students will learn how to plan, teach, and assess Business/Economics learning experiences, which are embedded in pedagogical knowledge. This will be demonstrated in and out of the classroom. Students will learn how to reflect on whether these practices have allowed progress to take place.
4. Business/Economics PGCE students will demonstrate a range of pedagogical practices designed for their pupils progression in knowledge acquisition.
5. Business/Economics PGCE students will acknowledge that their own subject knowledge is crucial in their ability to teach good Business/Economics lessons and complete scholarly activities to keep it present.
6. PGCE students will appreciate the many complex reasons why attainment varies across certain groups of students, regarding race, gender, ability and disadvantage. Students will aim to address these barriers through research informed practice.

Further. offering high-quality training and support that prepares trainees with the skills they need to:

- ☐ critically evaluate their own teaching
- ☐ meet the needs of those they teach
- ☐ show through their teaching that they understand how children/pupils/learners learn
- ☐ use a range of approaches to teaching and learning, including information and communication technology (ICT) and educational technology where relevant
- ☐ recognise the signs that may indicate disability or special educational needs and make the necessary preparation to help children/pupils/learners overcome any barriers to their learning, including those for whom English is an additional language (EAL)
- ☐ make effective use of other adults, including teaching assistants, to improve children's/pupils'/learners' progress
- ☐ promote and manage good behaviour through effective teaching to ensure a good and safe learning environment
- ☐ develop strategies to promote and manage good behaviour successfully and tackle bullying, including cyber and prejudice-based bullying
- ☐ develop the literacy (reading, writing and communication) and mathematical skills of their children/pupils/learners and understand the causes of low achievement among some groups of children/pupils/learners
- ☐ challenge and motivate children/pupils/learners in settings, schools and colleges where attainment is low
- ☐ use effective strategies to support the learning and progress of children/pupils/learners from underperforming groups.
- ☐ use effective strategies to support the learning and progress of children/pupils/learners eligible for the pupil premium
- ☐ work within the current and new curriculum, examination and assessment arrangements, including for vocational education and training where relevant
- ☐ understand how to use continuous assessment and summative tests effectively to evaluate the quality of

their teaching and the progress of their children/pupils/learners.

Our course moto is 'empathy, not sympathy': understanding students and their backgrounds and experiences but maintaining high expectations of how they behave and what they can achieve.

Finally, we believe that Business and Economics each play an important part in a school and college curriculum and can enrich student experience and enjoyment. We aim to equip trainees with an understanding of where our subject fits, in the absence of a specific place in the EBacc.

3. The University of Manchester Curriculum

Your trainee undertakes a curriculum set by their subject lead and The University of Manchester. The curriculum they receive allows them to be assessed against the Teacher Standards and experience the ITT Core Content Framework.

But our intent is broader: to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national priorities and needs. So the University of Manchester PGCE curriculum provides trainees with opportunity to develop:

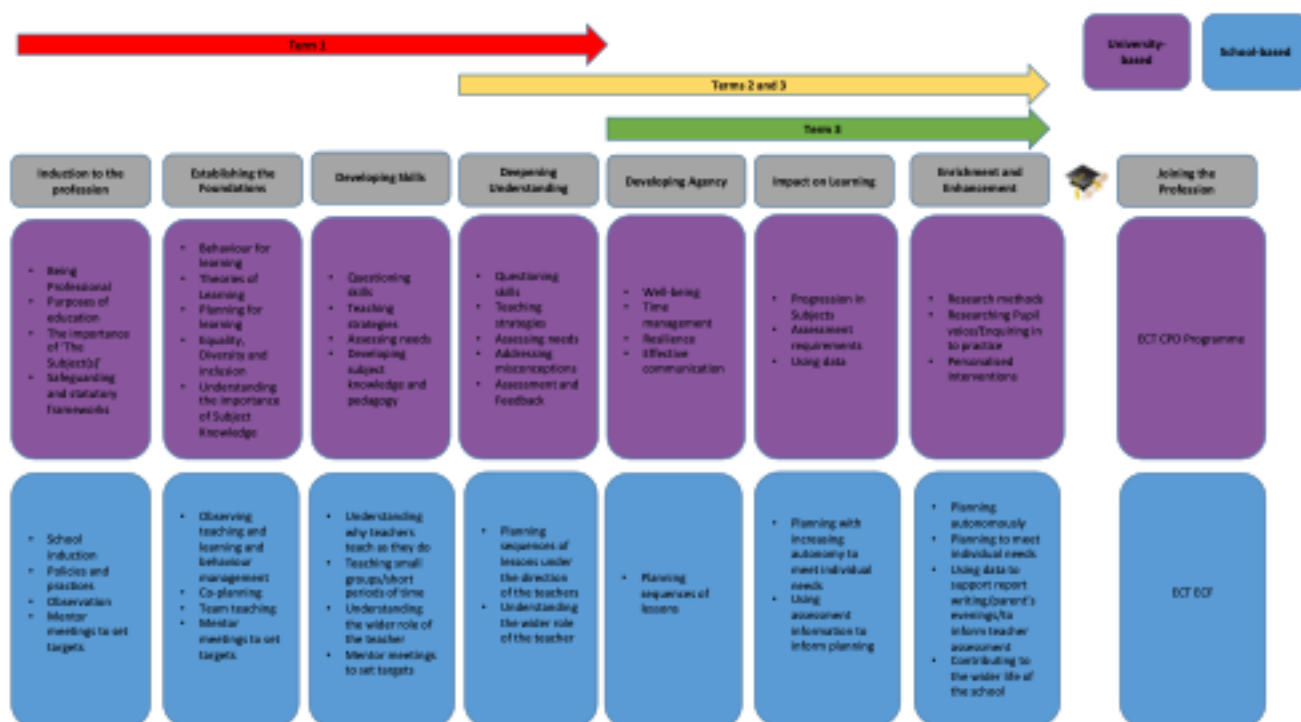
Knowledge of:

- Secondary and post-16 Curricula and Assessment requirements
- Progression in subjects
- Progression across age phases
- Subject Knowledge
- Knowledge of how children learn
- Pedagogical Knowledge
- Behaviour for Learning
- Theories of teaching and learning
- Inclusion and Diversity
- Statutory Frameworks, including Safeguarding
- Health and Wellbeing

Skills to:

- Meet the National Teachers' Standards (2012)
- Be reflective practitioners
- Undertake scholarly activity
- Teach creatively and innovatively
- Be resilient teachers, whilst managing a workload and work life balance
- Be an effective communicator
- Work collaboratively
- Enjoy the best job in the world

To progress through the PGCE, your trainee will follow the University of Manchester's PGCE curriculum. To be awarded their QTS recommendation, they will be assessed against the Teachers' National Standards at the end of the PGCE, and to help them prepare for this, they will reflect on their own experience in the light of the Standards during the course, using the Progress Matrix. To be awarded the PGCE (the academic qualification) your trainee will write academic assignments.



Your trainee's PGCE Business Education/Economics Curriculum.

The team have created a curriculum based on their own experiences of teaching the subject, subject associations, exam boards and with the Economics and Business Education Association and other networks around the country. We always welcome feedback from mentors to develop this further.

Your trainee will also learn from their school placements, teaching and reflecting on planning, reading schemes of work, improving subject knowledge and assessing. Your trainee will learn a huge amount through their observations of Business and Economics lessons.

PGCE Business/Economics Curriculum Intent Statement

The course prepares trainees to teach in the 14-19 age range, with a specific focus on developing effective pedagogy for Key Stage 4 (GCSE and vocational Business) and Post 16 (A level Business/BTEC Business; A level Economics). Pre course sessions on Zoom focus on developing subject knowledge and a subject knowledge action plan, with the identification and filling of knowledge gaps. Subject knowledge enhancement events also take place at the start of the course. Assessments based on the A level Business Studies and A level Economics specifications lead to the production of trainee action plans, reviewed as part of tutorials and school/college visits.

Initial university weeks focus on key aspects of pedagogy- behaviour, sequencing, scaffolding and modelling- with sessions built around the ITE Core Content Framework. This is delivered both at the university but also centre based days with a specific focus: Loreto College (the post 16 environment including Ofsted and value added, teaching A level Business and Economics, SEN), Manchester Enterprise Academy (working in disadvantaged contexts, behaviour management) and other settings (behaviour management, Key Stage 3 and economics).

Close work with trained subject mentors ensures pedagogy is built incrementally, from effective lesson planning and evaluation through assessment for learning and marking to awarding body requirements, working with parents/carers, with a focus on professional standards throughout. School and college visits to observe lessons and meet with the mentor and trainee are designed to shape development, with identification of strengths and action planning on areas for improvement. The focus is on opportunities to gather evidence towards the University of Manchester PGCE

curriculum. Some university sessions are also led by mentors and wider experts, with a further input 'Me and My school' from former trainees with their early career advice, teaching strategies and experience.

Subject specific focus is around being a business and economics teacher. This includes teaching vocational programmes at KS4 and post-16, mixed ability teaching with a focus on differentiation and building understanding of teaching financial aspects of business (investment appraisal, break even, critical path analysis). In Economics this includes preparation in teaching tricky topics (working with elasticities, market failure and externalities, New Classical and Keynesian theory, inflation and deflation, balance of payments and exchange rates).

The course is reflexive in nature and likely to change based on trainee progress, specific skills and context (e.g. online teaching). A concise summary is given for reference; topics covered below are recurrent themes over the year and are not simply 'covered' during stand-alone University sessions:

1) The place of business and economics as subjects in school/college: Progress 8 and the EBacc; entry data (numbers, gender, school type); key components of a good Business/Economics lesson; key traits, behaviours and facets of an effective Business/Economics teacher; pedagogy for BTEC and A level; marketing the subject and generating numbers to ensure viability.

2) Managing behaviour in business classrooms: using behaviour systems in different schools; routines and positive reinforcement; self-regulating one's emotions; building relationships, pupil motivations.

3) Teaching misconceptions, exam skills and teaching beyond the exam: powerful knowledge, internationalism, environmental issues; assessment objectives and exam skills; teaching problem topics.

4) Lesson planning and curriculum: mid-term and long-term planning; sequencing and scaffolding, differentiation and assessment for learning in business and economics; planning for vocational versus GCSE/A level.

5) Differentiation and adaptive teaching- the range of students in typical business classes, cultural capital; LA, MA, HA; SEND; EAL and stretch and challenge at all levels.

6) Cognitive Science and its application: Rosenshine's Principles of Instruction; Interleaving; Metacognitive strategies; Spaced and deliberate practice; Retrieval and retention.

7) Assessment- assessment for learning, exam practice and skills, vocational versus academic courses, Key Stage 4 versus A level, use and value of assessment data; effective feedback

8) Equality and diversity in business and economics teaching: opportunities to celebrate and promote inclusion; the wider school environment; dealing with bullying and harassment; an inclusive classroom

10) Professional practice and dealing with challenge; professional conduct, working with colleagues, CPD, workplace politics, resilience and coping strategies, positive thinking

The Education Programme of Studies (EPS) course provides sessions centred around some of the 'generic competences' [as opposed to subject specific input] looking at [amongst others] issues and strategies surrounding: Behaviour management; creating a climate for learning; managing workload; applying for jobs; personal and professional conduct; the Early Career Framework and Progression beyond the ECT [Early Career Teacher] phase; the Core Content Framework for ITE.

Curriculum intent, implementation, impact

Your trainee’s PGCE Business/Economics Curriculum

Business/Economics content U1/P1	Business/Economics Curriculum Content U2/P2	Business/Economics Curriculum Content U3/P3
Why do we teach Business/Economics?	How can we use cognitive science to help students learn Business and Economics?	How do we develop effective assessment of exam skills in Business/Economics?
What is distinctive about Business/Economics, as a subject?	How do we design lessons to ensure progress for all students?	How can we use success criteria effectively to ensure high expectations and progress?
Who decides what we teach in Business/Economics?	How can we effectively assess student progress in Business and Economics, including by developing teacher questioning skills?	What makes effective feedback for students?
What is knowledge in Business/Economics? How can this be effectively retrieved?	How do we address misconceptions in planning Business and Economics?	How can we develop literacy and teach writing in Business/Economics?
What is heartwork and how can this contribute to the development of student aspiration and high expectations?	How do promote equality, diversity and inclusion in the Business and Economics curriculum and in wider school/college life?	What is cultural capital in Business and Economics?
What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced?	How can Business and Economics teachers support the progress of EAL students and those with special educational needs?	How can we develop metacognitive skills in students?
How can Business/Economics lessons be effectively structured and planned?	How can marking and feedback be used to ensure better pupil outcomes?	What makes effective planning for the initial teaching years for new Business and Economics teachers?
What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics?	How can we identify and address achievement gaps- gender, ethnicity and disadvantage in Business and Economics, including by identifying cultural capital?	What are the attributes of successful leaders of Business/Economics departments and what skills and knowledge are required?
How do we plan for high expectations in Business/Economics?	What is outstanding teaching in Business and Economics?	How do we prepare Business/Economics students for university entry, including Oxbridge?
How do we plan, monitor and assess progress in Business/Economics learning? (part 1).	What role do Business and Economics lessons play in career and progression choices at 18 and how can we advise students?	How do we work effectively with Teaching Assistants and Specialist Support Assistants?
How do we adapt teaching in relation to pupils' needs? (part 1)	How can trainees recognise workplace bullying and know how to report this?	How do Business/Economics teachers know they are growing professionally and making progress? What supports this process?
How do we adapt teaching for student backgrounds?	What makes an outstanding Economics/Business curriculum?	What does the future hold for Business/Economics education?
How do we develop effective teaching resources in Business/Economics?	What is the role of Ofsted and what are their areas of focus at an inspection?	Can technology support learning in Business/Economics?
How do we contribute to the closing of achievement gaps- gender, ethnicity and disadvantage- in Business/Economics?	What is the role of the EBEA and how can it support Business and Economics teachers?	
	What should I look for in a teaching job and how can I make an application and prepare for an interview?	
	What makes a strong professional skill set- lesson reflection, teamworking, networking, delivering staff training,	

	understanding, using Safeguarding protocols and working with parents/carers?	
--	------------------------------------------------------------------------------	--

The Business/Economics subject team have created a curriculum based on their own experiences of teaching the subject, guidance from subject associations and exam boards, and collaboration with Business/Economics mentors and wider networks around the country. Understanding and interpreting a core 'powerful knowledge' curriculum for Business/Economics plays a prominent role. The key to the curriculum is that trainees learn through rehearsal and critical discussion in the university, and then through practice and critical discussion in their placements. Your trainee will develop through their school placements: teaching and reflecting on planning, reading schemes of work, improving subject knowledge and assessing. And, your trainee will learn a huge amount through their observations of Business/Economics lessons in your department.

Business/Economics Curriculum intent

Business Education classically provides practical and vocational experience of the skills and knowledge young people will require in a business setting. This includes financial statements, such as cash flow, marketing and operations and business objectives and strategy. A deep and rich business curriculum provides an opportunity to develop workplace skills such as team play, presentations and strategy. A critical business studies equips students with an understanding to inform a critical review of the role of companies in developing corporate social responsibility and ethics, their wider contribution to a fair and just society going beyond profit maximisation.

Economics is traditionally the 'dismal science' yet post-2008 curricula have identified new voices and perspectives to help build a more critical and deeper historical understanding from a broad range of thinkers. A rich economics curriculum has the power of markets at its core but also reviews their limitations. It also considers that application of theory to more prescient issues around inequality and climate change. An effective economics curriculum educates students to think critically about the functions of a modern economy and of the public sector and considers the position and role of different economic actors. This informs an understanding of current debates in public policy.

"There is much to celebrate in business education", Ofsted (2008)

The intention of the University of Manchester Business/Economics PGCE is to train teachers who can address the aims of the subject by providing a high-quality Business/Economics education to pupils across different settings. They will know what Business/Economics is as a subject, what the curriculum includes and they will be able to teach to exam specifications. They will know that Business/Economics is a broad and diverse subject, including subject knowledge, skills and experiences. They will be able to demonstrate this knowledge through sound pedagogy. Business/Economics trainees will learn and reflect on teaching and will be able to make reflection-based choices. They will be able to demonstrate sound assessment practices, linked to exam board requirements that accurately assess whether their pupils have made progress in an activity, lesson, scheme of work or phase of learning. Most importantly, trainees will know from practice and academic study that Business/Economics is a subject suitable for all pupils, no matter their need or background, and they will create a teaching culture that fosters inclusion and progress for all.

Business/Economics Curriculum content

The Business Education curriculum is both rigorous and ambitious. It aims to develop trainees by providing knowledge and reflective practices in: curricula, subject knowledge, exam board assessment practices and most importantly related pedagogical practices. This wide input makes the curriculum reflective, robust and ambitious. The below tables show the Business/Economics curriculum for University blocks relating to placement 1, 2 and 3. Due to the discursive nature of the course, curriculum is positioned as 'Core questions'. Business/Economics trainees will reflect on these in lecture and seminar formats and rehearse relevant activities as a group, and then practice and reflect on these questions in placement.

For most core questions, trainees are expected to demonstrate learning through discussion, planning and teaching episodes.

Business/Economics Curriculum content

The Business Education curriculum is both rigorous and ambitious. It aims to develop trainees by providing knowledge and reflective practices in: curricula, subject knowledge, exam board assessment practices and most importantly related pedagogical practices. This wide input makes the curriculum reflective, robust and ambitious. The below tables show the Business/Economics curriculum for University blocks relating to placement 1, 2 and 3. Due to the discursive nature of the course, curriculum is positioned as 'Core questions'. Business/Economics trainees will reflect on these in lecture and seminar formats and rehearse relevant activities as a group, and then practice and reflect on these questions in placement.

For most core questions, trainees are expected to demonstrate learning through discussion, planning and teaching episodes.

Table 1: Business/Economics Curriculum Overview

Business/Economics content U1/P1	Business/Economics Curriculum Content U2/P2	Business/Economics Curriculum Content U3/P3
Why do we teach Business/Economics?	How can we use cognitive science to help students learn Business and Economics?	How do we develop effective assessment of exam skills in Business/Economics?
What is distinctive about Business/Economics, as a subject?	How do we design lessons to ensure progress for all students?	How can we use success criteria effectively to ensure high expectations and progress?
Who decides what we teach in Business/Economics?	How can we effectively assess student progress in Business and Economics, including by developing teacher questioning skills?	What makes effective feedback for students?
What is knowledge in Business/Economics? How can this be effectively retrieved?	How do we address misconceptions in planning Business and Economics?	How can we develop literacy and teach writing in Business/Economics?
What is heartwork and how can this contribute to the development of student aspiration and high expectations?	How do promote equality, diversity and inclusion in the Business and Economics curriculum and in wider school/college life?	What is cultural capital in Business and Economics?
What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced?	How can Business and Economics teachers support the progress of EAL students and those with special educational needs?	How can we develop metacognitive skills in students?
How can Business/Economics lessons be effectively structured and planned?	How can marking and feedback be used to ensure better pupil outcomes?	What makes effective planning for the initial teaching years for new Business and Economics teachers?
What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics?	How can we identify and address achievement gaps- gender, ethnicity and disadvantage in Business and Economics, including by identifying cultural capital?	What are the attributes of successful leaders of Business/Economics departments and what skills and knowledge are required?
How do we plan for high expectations in Business/Economics?	What is outstanding teaching in Business and Economics?	How do we prepare Business/Economics students for university entry, including Oxbridge?
How do we plan, monitor and assess progress in Business/Economics learning? (part 1).	What role do Business and Economics lessons play in career and progression choices at 18 and how can we advise students?	How do we work effectively with Teaching Assistants and Specialist Support Assistants?
How do we adapt teaching in relation to pupils' needs? (part 1)	How can trainees recognise workplace bullying and know how to report this?	How do Business/Economics teachers know they are growing professionally and making progress? What supports this process?
How do we adapt teaching for student backgrounds?	What makes an outstanding Economics/Business curriculum?	What does the future hold for Business/Economics education?
How do we develop effective teaching resources in Business/Economics?	What is the role of Ofsted and what are their areas of focus at an inspection?	Can technology support learning in Business/Economics?
How do we contribute to the closing of achievement gaps- gender, ethnicity and disadvantage- in Business/Economics?	What is the role of the EBEA and how can it support Business and Economics teachers?	

	What should I look for in a teaching job and how can I make an application and prepare for an interview?	
	What makes a strong professional skill set- lesson reflection, teamworking, networking, delivering staff training, understanding, using Safeguarding protocols and working with parents/carers?	

Linking the University Curriculum and School Practice throughout the year

University and school-based practice work in **partnership**. In order to do that, we expect trainees to use what they have learnt in university sessions to plan, teach, assess and reflect in each school placement. Just as with school curricula, trainees are expected to progress in each placement, from novice trainees to experienced trainees, and becoming trainees preparing for their ECT year. Please use the tables below to help plan in the experiences that your trainee needs, in order to progress in school practice in Business/Economics.

Table 2: Overview of curriculum links between University sessions and Placement (U1/P1)

U1 / P1 - Overview Curriculum intent (from the UoM curriculum) What is the intention of the Business/Economics curriculum?	Curriculum implementation in university sessions (U1) How is the intention implemented in Business/Economics University sessions?	Curriculum impact in placement What should trainees be achieving in P1 to show impact in their Business/Economics teaching, therefore making use of U1 learning?
<p>The overarching intention for U1/ P1 Business/Economics trainees is to start appreciating what teaching school Business/Economics means and is, for themselves.</p> <p>Trainees should be appreciating the importance of school Business/Economics and how this is represented in curricula and plans. They will be able to identify in planning and practice what powerful Business/Economics consists of, and how passionate Business/Economics teachers can make the subject relevant to pupils.</p> <p>They will know how Business/Economics curricula are constructed, using subject knowledge, sequencing enquiry and progression with an understanding of assessment.</p> <p>They will start delivering Business/Economics activities that follow planning cycles, start using a range of pedagogy ideas, some which have been in university sessions or observed by others.</p> <p>They will be able to start differentiating their Business/Economics activities for key pupils understanding the</p>	<p>Business/Economics trainees have all experienced the following University sessions in U1.</p> <p>This explicitly delivers our Business/Economics intention for P1. Trainees have experienced a range of input, lectures, seminars, readings and practice activities that fulfil the aims of each area of focus. In chronological order, U1 focus areas are:</p> <ol style="list-style-type: none"> 1. Why do we teach Business/Economics? 2. What is distinctive about Business/Economics, as a subject? 3. Who decides what we teach in Business/Economics? 4. What is knowledge in Business/Economics? How can this be effectively retrieved? 5. What is heartwork and how can this contribute to the development of student aspiration and high expectations? 6. What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced? 7. How can Business/Economics lessons be effectively structured and planned? 8. What is pedagogy? How do pupils learn? What learning 	<p>Business/Economics trainees should be able to demonstrate the following areas of impact:</p> <p>Trainees should start to understand what it means to be a member of teaching staff in a Business/Economics department, engaging with colleagues and attending meetings, such as Business/Economics subject meetings, CPD etc.</p> <p>All Business/Economics trainees should be able to observe experienced Business/Economics teachers and reflect on their observation thinking about the core focus areas from U1, therefore deepening their understanding of school Business/Economics.</p> <p>They should have access to schemes of work and start planning and teaching Business/Economics lessons for their pupils. They should be able to plan activities considering focus areas from U1 such as how learning theories support the design of Business/Economics activities.</p> <p>Trainees' Business/Economics lessons should start showing an understanding of curriculum requirements, Business/Economics knowledge concepts, clear relevance and enthusiasm for subject.</p> <p>Lessons should be planned to facilitate progression and adaptive teaching, drawing on taxonomies such as Bloom. Business/Economics trainees in placement will expected to start thinking how pupils are making progress in Business/Economics or are beginning to learn</p>

importance of engagement for all pupils.	<p>theories are suitable for Business/Economics?</p> <p>9. How do we plan for high expectations in Business/Economics?</p> <p>10. How do we monitor and assess Business/Economics learning? (part 1).</p> <p>11. How do we adapt teaching in relation to pupils' needs? (part 1)</p> <p>12. How do we adapt teaching for student backgrounds?</p> <p>13. How do we develop effective teaching resources in Business/Economics?</p> <p>14. How do we contribute to the closing of achievement gaps- gender, ethnicity and disadvantage- in Business/Economics?</p>	<p>Business/Economics. They should be starting to be confident in following schemes of work and sequencing activities.</p> <p>Lessons and teacher modelling should illustrate high expectations of students and support and develop their aspirations.</p> <p>Trainees understand and illustrate in their planning the need to adapt teaching to support the progress of all students.</p>
------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 3: Curriculum links between U1 and P1 – elaborated for each area of the UoM Partnership Curriculum

This table is arranged in order of the sections of the UoM PGCE Partnership Curriculum, not in the order in which trainees will experience it.

Overarching Intention of our UoM curriculum for U1/P1 – Standard across all subjects	Link to UoM Business/Economics intention U1/P1.	How is this addressed in Business/Economics University 1 (U1)?	How is impact developed in Business/Economics Placement 1 (P1)?
	It is our intention that trainees in Business/Economics know how to:	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and rehearse these in Intensive Teacher and Practice (ITAP) days.	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and practice these in Intensive Teacher and Practice (ITAP) days.
Core Area 1. High Expectations 1.1 Communicate a belief in the academic potential of all pupils	Know the importance of Business/Economics as a subject and know that such knowledge is powerful and useful for pupils' understanding of the world	<p>Why do we teach Business/Economics?</p> <p>Who decides what we teach in Business/Economics?</p> <p>What is knowledge in Business/Economics? What is heartwork and how can this contribute to the development of student aspiration and high expectations?</p> <p>(ITAP 1) Take part in a discussion of the ways in which the Business and Economics classroom can help support student aspirations- from teacher praise to classroom environment, chosen example contexts and displays. Observe A level lessons at Loreto College</p>	<p>How do teachers set high expectations in practice?</p> <p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> - Communicate high expectations to pupils verbally and non-verbally. - Apply the school Behaviour Policy consistently. <p>Together with an expert colleague:</p> <ul style="list-style-type: none"> - Plan and teach a lesson in which high expectations of behaviour and engagement are communicated, clear routines are reinforced and

		<p>where staff highlight and support career and post-18 options for students.</p> <p>Co-plan the start of a Key Stage 4 lesson where clear routines are established and class goals are constructed. Practise delivering the start of a lesson to a small group of peers. Observe lessons at The East Manchester Academy and feedback to mentor and university tutor.</p>	<p>the school Behaviour Policy is applied consistently.</p> <ul style="list-style-type: none"> - At Key Stage 5, signpost post-18 pathways and career options to students, in the classroom and/or in wider conversation, feedback and review - Reflect critically on teaching and learning, and identify how effective strategies can be applied to practice.
<p>Core Area 2. Subject and curriculum knowledge</p> <p>2.1 Develop pupils' ability to express themselves confidently verbally and in writing</p>	<p>Trainees will learn that Business and Economic understanding can be expressed in many ways, be that verbally and in writing.</p>	<p>What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced?</p> <p>How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>How do we adapt teaching (part 1).</p> <p>Complete a subject knowledge audit based upon learning in the topics highlighted in the subject seminar(s). Act on feedback provided by the tutor.</p>	<p>Practice activities of setting pupils work, including writing lesson objectives, modelling work, allowing processing time and assessing work and reflecting on delivery</p> <p>Trainees will consider how case studies can be developed from sources such as textbooks, BBC website, BBC Bitesize and other online sources. They will develop an understanding of access, including literacy and reading age.</p> <p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> - Communicate accurate subject knowledge at GCSE and A level. - Model accurate subject terminology and shape student responses to ensure their understanding of subject specific vocabulary <p>Together with an expert colleague:</p> <ul style="list-style-type: none"> - Plan and teach a Key Stage 4/5 lesson in which student misconceptions are planned for and assessment is used to confirm understanding of key lesson knowledge - Reflect critically on this teaching and learning episode and identify how effective strategies can be applied to practice.
<p>2.2 Anticipate, identify and address misconceptions</p>	<p>Trainees will learn that part of the learning process is to understand stages understanding together with</p>	<p>How do we plan, monitor and assess Business/Economics learning (part 1).</p>	<p>Anticipate, identify and address misconceptions.</p>

	<p>how to deal with misconception in Business/Economics. For example, understanding concepts around business finance and elasticity of demand and how Business/Economics teaches these skills.</p>	<p>What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics?</p> <p>(ITAP 1) Subject Knowledge days; Then- practice watching Business/Economics lesson and identify what misconceptions arise and how the teacher addresses and corrects. Co-complete exercises to construct a balance sheet, cash flow forecast and critical path diagram. Act on feedback provided by peers and tutor.</p>	<p>Focus Business/Economics observations on how teachers identify, respond to and correct misconceptions.</p>
<p>2.3 Help pupils apply knowledge and skills to other contexts</p>	<p>Trainees will learn teaching Business/Economics is based on areas of knowledge, content knowledge and core knowledge. Learning Business/Economics is always about solving real world problems be they be based on business cases studies or the allocation of theory to problems of scarcity.</p>	<p>What is the importance of Business/Economics, as a subject?</p> <p>Trainees will consider how case studies can be developed from sources such as textbooks, BBC website, BBC Bitesize and other online sources. They will develop an understanding of access, including literacy and reading age.</p> <p>(ITAP 1) Watch a Business/Economics lesson either live or pre-recorded. Carefully observe the structure of the lesson and identify key stages where subject knowledge is introduced. Observe how the teacher allows for learning to take place for example. Is there an engaging activity or real case study being used (Glegg and Duerden, 2021)? Practice running an activity in groups focussing on specific areas. Develop a GCSE resource for a chosen topic that illustrates the application of scaffolding of subject knowledge. Act on feedback provided by the tutor.</p>	<p>Applying knowledge</p> <p>Observe how a teacher allows for learning to take place. Is there an engaging activity or real case study being used? Discuss the activity afterwards.</p> <p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> - Communicate accurate subject knowledge at GCSE and A level. - Model accurate subject terminology and shape student responses to ensure their understanding of subject specific vocabulary
<p>Core Area 3. Planning and Teaching</p> <p>3.1.1 Plan effective and well-resourced lessons</p>	<p>Trainees will learn how to plan Business/Economics specific lessons, understanding how to write and design lessons and how to construct short- and medium-term plans through the lens of Business/Economics.</p>	<p>How do we plan, monitor and assess Business/Economics learning? (part 1). How can Business/Economics lessons be effectively structured and planned?</p> <p>How do we show progression and continuity in Business/Economics?</p> <p>(ITAP 1) With your peers and following a scheme of work, plan a complete lesson according to</p>	<p>Plan lessons.</p> <p>(ITAP 4) Observe or a Business/Economics lesson at Loreto College. According to subject advice, identify the stages of the lesson and identify practice which supports progression.</p>

		subject criteria and deliver this to your cohort, receiving feedback on Business/Economics progression and continuity.	
3.2.1 Manage cognitive load through planning	Trainees will learn how to manage setting lesson objectives and outcomes suitable for age and range. They will learn how to plan activities that keeps pupils engaged and participating and continually monitor progression.	<p>How do we adapt teaching to different learners (part 1).</p> <p>How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>Through analysis of Business/Economics schemes of work either short, medium, or long, reflect on what is being taught and how the activities of most importance are managed. How is new information being introduced, in stages or modelled to make sure pupils do not face overload?</p>	<p>Managing cognitive load in practice.</p> <p>(ITAP) Practice designing and delivering activities such as retrieval, with the aim of managing cognitive load, and receive feedback on this. How do you recognise that the activity is well-pitched and manageable?</p> <p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> - Support pupils effectively by using simple contexts, gapped handouts, sentence starters and structure written and oral questions. <p>Together with an expert colleague:</p> <ul style="list-style-type: none"> - Identify specific needs of individual pupils from class lists and discuss effective strategies.
3.2.2 Create opportunities for learning through interaction and regular practice	Trainees will learn with regular practice, how to plan effective lessons, with clear reference to Business and Economics concepts and skills and learn core activities that exemplify Business/Economics.	<p>What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics? How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>How do we adapt teaching (part 1). How do we adapt teaching for student backgrounds?</p> <p>ITAP-5: Observe how teachers interact with pupils, either through themes such as setting high expectations, or in terms of progress through the lesson. Which aspects of the lesson do you think are routine?</p>	<p>Regular interaction.</p> <p>Observe how a teacher interacts with pupils and provides opportunities for practice. Discuss the purpose of this interaction and the outcomes. Group visit to observe this at The East Manchester Academy (KS4) and Loreto College (KS5).</p>
3.3.1 Develop an understanding of different pupil strengths and needs	Trainees will understand how to assess Business and Economic understanding and learn about the needs that some pupils may have. They will learn how to adapt their practice and adapt their Business/Economics planning accordingly.	<p>What is a Business/Economics curriculum at KS4 and KS5?</p> <p>How do we adapt teaching to the needs of different pupils? (part 1).</p> <p>How can Business/Economics curricula be constructed and planned?</p>	<p>Understanding of different pupil strengths and abilities. Use of pupil data.</p> <p>(ITAP 2) Observe teaching in practice at TEMA and refer to any class data about pupil needs or requirements. How do pupils indicate the support</p>

		<p>Observe teaching in practice. How do pupils indicate the support they need? How does the teacher plan, respond or react to this?</p> <p>Use an article on cash flow to develop a teaching resource that could be used with students in a mixed ability Business GCSE group.</p> <p>Take part in a seminar on SEND and EHCPs at Loreto College and do follow-up observations of lessons on the Pathways programme.</p> <p>Review the needs of SEND students in classes and speak with the class teacher and SENDCo/ALS Manager.</p> <p>Complete the SEND and Disadvantage Independent Study Pack (ISP).</p>	<p>they need? How does the teacher plan, respond or react to this?</p> <p>Plan and deliver an activity which is clearly adapted to the needs of the class or specific pupils. Refer to strategies delivered in subject sessions.</p> <p>Observe how expert colleagues:</p> <ul style="list-style-type: none"> - Planning and structure sequenced lessons - Teach theory through chunking and consideration of working memory and retrieval. <p>Together with an expert colleague:</p> <ul style="list-style-type: none"> - Develop and adapt departmental resources to plan and teach business topics applying (and eventually removing) scaffolding - Use a departmental Scheme of Work to plan and teach a series of lessons at Key Stage 4 and 5 that enables pupils to develop key assessment objectives - Plan and teach a lesson in which accurate identified subject knowledge is used consistently - Reflect critically on teaching and learning, to identify how effective strategies can be applied to practice. <p>Plan and teach a series of three lessons for the LTA assignment, using strategies connected to relevant learning theory, and annotate lesson plans indicating the rationale for choice of activity.</p>
<p>3.4.1 Establish effective routines and expectations</p> <p>3.4.2 Develop a positive, predictable and</p>	<p>Trainees will learn how to establish effective routines in the classroom and outside. They will plan Business/Economics lessons that are challenging and motivational, with objectives that exhibit high expectations.</p>	<p>How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>How can Business/Economics lessons be effectively structured and planned?</p>	<p>Effective routines and expectations.</p> <p>Following subject guidance, establish what high expectations mean from both a behaviour or subject</p>

safe environment for pupils		(ITAP 4) Following Business/Economics subject guidance, establish what high expectations mean from both a behaviour and subject perspective. For Business/Economics this means both in and outside of the classroom. Observe examples and rehearse routines through microteaching.	perspective. For Business/Economics this means both in and outside of the classroom. Observe this in practice and practice this yourself.
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	<p>Trainees will learn how and when to check for Business/Economics understanding. For example, gauge what pupils already know about a specific topic area and know how to develop pupils further, for example from concrete thinking to developing more abstract ideas. By regular questioning strategies trainees will know how progress their pupils' subject understanding.</p>	<p>How do we plan, monitor and assess Business/Economics learning (part 1). How do teachers design effective retrieval activities?</p> <p>How do we contribute to the closing of achievement gaps- gender, ethnicity and disadvantage- in Business/Economics?</p> <p>(ITAP 3) Produce a short scheme of work so you are fully aware of how a sequence of lessons are designed, applying your understanding of Schema. Act on feedback from the university tutor.</p> <p>Design a short activity based on retrieval theory and interleaving to establish what pupils know and to ascertain any gaps in knowledge. Rehearse this activity with your cohort. Record your teaching, and reflect on the outcome.</p>	<p>Prior knowledge and assessment.</p> <p>Using subject guidance, have a clear awareness of what pupils should know in Business/Economics at that specific key stage and the one prior. Use this awareness to assess prior knowledge in a lesson, and discuss what you find out.</p> <p>Together with an expert colleague:</p> <ul style="list-style-type: none"> - Plan and teach a lesson in which two methods of assessment used to check pupil progress. - Design a retrieval activity and use and evaluate its effectiveness - Reflect critically on teaching and learning, and identify how effective retrieval strategies can be applied to practice. <p>Complete the LTA Assignment.</p>
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	<p>Trainees will develop their teaching practice through reflective models and by engaging Business/Economics subject bodies and associations for best practice advice. They will be encouraged to join subject bodies and school colleagues to form a community of best practice.</p>	<p>Why do we teach Business/Economics? What is Business/Economics, as a subject? Who decides what we teach in Business/Economics? What is knowledge in Business/Economics?</p> <p>Consider how you as a peer group collaborate as a professional body, including mutual support and encouragement, and critical discussion including working on the Learning, Teaching and Assessment assignment.</p>	<p>Develop professionally.</p> <p>Observe a department meeting in your subject area. Ascertain the importance and theme of the meeting. What key events are discussed, how are they communicated? What actions are decided on and how is action delegated in the team?</p> <p>Take part in school and departmental CPD.</p>

professional learning		Think about joining a subject association and attending a meeting. What can you contribute, and how does this better your understanding of teaching Business/Economics?	
-----------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Table 4: Overview of curriculum links between university sessions and Placement (U2/P2).

The table below shows the Business and Economics curriculum intentions for trainees during U2 and P2. This provides a contrasting school or college experience and a greater focus on themes including adapting teaching, assessment, job seeking and equality, diversity and inclusion in their teaching subject. As the placement progresses, trainees develop planning with a focus on the medium term and use this to develop understanding of curriculum design in Business and Economics.

This table below highlights what we consider important for Business and Economics trainees to learn and develop. The second column explains how and where this intention will be implemented using overarching key questions which form the context for U2 subject sessions. Trainees will also see our intentions implemented in their P2 placement. For example, we want trainees to understand in greater depth how students learn Business and Economics and how all students can make progress. These themes delivered in U2 university sessions are supported by mentors and supplemented through department CPD and meetings. The final column refers to the impact or observable actions we wish our curriculum to have on the skills and knowledge of the trainee and the students they teach. Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings.

What is the intention of the Business and Economics curriculum in U2/P2	How is the intention implemented in Business and Economics University sessions in U2?	What should trainees be achieving in P1 to show impact in their Business and Economics teaching, therefore making use of U2/ P2 learning?
<p>The overarching intention for U2/P2 Business and Economics trainees is to start appreciating what teaching Business and Economics means in a contrasting placement and gaining greater awareness of how to adapt teaching, make effective use of assessment and implementing equality, diversity and inclusion. The intention is also to continue to develop and embed elements of their Business and Economics practice developed in U1/P1.</p> <p>Trainees will build upon U1/P1 experience by planning, teaching and assessing a greater number of lessons in U2/P2. They will be more specific in their Business and Economics teaching by having a clear reference and intention to teach subject specific skills. They will plan Business and Economics lessons which are more inclusive and better adapted to the needs of their students. Trainees will be more embedded into the Business</p>	<p>Business and Economics trainees will all experience the following University sessions in U2.</p> <p>This delivers our Business and Economics intention for P2, including lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. U2 focus questions are:</p> <ol style="list-style-type: none"> 1. How can we use cognitive science to help students learn Business and Economics? 2. How do we design lessons to ensure progress for all students? 3. How can we effectively assess student progress in Business and Economics, including by developing teacher questioning skills? 4. How do we address misconceptions in planning Business and Economics? 5. How do promote equality, diversity and inclusion in the Business and Economics 	<p>Business and Economics trainees should be able to demonstrate the following areas:</p> <p>Trainees should have a sound understanding of what it means to be a member of the teaching staff in a Business and Economics department, be more proactive in identifying areas for development and in engaging and participating in meetings, such as Business and Economics subject meetings, CPD etc.</p> <p>All Business and Economics trainees should work proactively to identify good practice of experienced Business and Economics teachers and reflect on their observation in the light of the core focus questions from U2, therefore effectively deepening their understanding of school Business and Economics.</p> <p>They should have access to KS4 and post-16 schemes of work and be moving towards planning and delivering good and outstanding lessons, considering focus areas from U2, such as how Business and Economics teaching can be more inclusive.</p> <p>Trainees' Business and Economics lessons should now demonstrate good understanding of</p>

<p>and Economics departments and take greater role in extracurricular activities outside of the classroom.</p> <p>Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in Business and Economics pedagogy. This is a key focus of their second PGCE assignment.</p> <p>A final focus is on moving trainees to mid-term planning and thinking, building an understanding of Curriculum design in Business and Economics.</p> <p>Trainees are better able to identify the set of professional skills required in teaching: reflecting, teamworking, participation in professional groups (such as in areas of T&L), networking and staff development.</p>	<p>curriculum and in wider school/college life?</p> <ol style="list-style-type: none"> How can Business and Economics teachers support the progress of EAL students and those with special educational needs? How can marking and feedback be used to ensure better pupil outcomes? How can we identify and address achievement gaps- gender, ethnicity and disadvantage in Business and Economics, including by identifying cultural capital? What is outstanding teaching in Business and Economics? What role do Business and Economics lessons play in career and progression choices at 18 and how can we advise students? How can trainees recognise workplace bullying and know how to report this? What makes an outstanding Economics/Business curriculum? What is the role of Ofsted and what are their areas of focus at an inspection? What is the role of the EBEA and how can it support Business and Economics teachers? What should I look for in a teaching job and how can I make an application and prepare for an interview? What makes a strong professional skill set- lesson reflection, teamworking, networking, delivering staff training, understanding, using Safeguarding protocols and working with parents/carers? 	<p>curriculum requirements, powerful knowledge concepts in Business and Economics, clear examples and enthusiasm for the subject(s).</p> <p>Lessons should be planned to facilitate progression through effective adaptive teaching, including the development of subject specific and exam skills. Business and Economics trainees will be expected to have a more developed approach to AfL in class and be using evidence to plan future lessons.</p> <p>They should be more accurately judging how students are making progress toward exam skills and specification requirements.</p> <p>Trainees take part in PGCE events to present and share their resources with peers. They may also participate in activities around social responsibility, the PGCE Green Conference, buddying with fellow trainees and developing and delivering staff training materials as part of assignment two.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 5: Curriculum links between U2 and P2- elaborated for each area of the UoM Curriculum

U2/P2: Deepening understanding and impact on learning, developing agency			
Overarching Intention of our UoM curriculum for	Link to UoM Business and Economics intention U2/P2.	How is this addressed in Business and Economics University 2 (U2)?	How is impact developed in Business and Economics Placement 2 (P2)?

U2/P2 – Standard across all subjects	It is our intention that trainees in Business and Economics know how to:	Business and Economics trainees will have opportunity to understand our intent for them in the following Business and Economics themes and rehearse these in Intensive Teacher and Practice (ITAP) days.	Business and Economics trainees will have opportunity to understand our intent for them in the following Business and Economics themes and practice these in Intensive Teacher and Practice (ITAP) days.
Core Area 1. High Expectations 1.2 Demonstrate consistently high expectations of attitudes, values, behaviour and progress	Business and Economics trainees will plan lessons using objectives and success criteria that ensure learning and progression. Lessons draw on inclusive practice. High expectations are used to plan engaging activities that encourage learning and progress for all in Business and Economics. Trainees will continue to develop their behaviour management skills in a new context.	<p>How can we identify and address achievement gaps- gender, ethnicity and disadvantage in Business and Economics, including identifying cultural capital?</p> <p>How can we address equality, diversity and inclusion in Business and Economics?</p> <p>How do we ensure students are informed about career and progression options from Business and Economics courses?</p> <p>How can we support and develop student aspirations?</p> <p>How does Business and Economics support intellectual development?</p> <p>Trainees review curricular and identify the skills and concepts of Business and Economics courses and how teaching develops these.</p> <p>Trainees should gain further awareness of the development of specification specific skills, such as those at GCSE, A level, VCERT and BTEC. How can success criteria create high expectations in Business and Economics?</p> <p>Trainees read literature and research areas of inclusive Business and Economics, presenting these in assignment two.</p>	Consistent High Expectations <p>Good Business and Economics teaching develops student understanding of the world around them, such as the role and functions of business and critical thinking and evaluation of government policy.</p> <p>Good teaching also supports student aspiration and progression choices, whether to Apprenticeships, employment or university.</p> <p>Trainees in placement make time to observe experienced Business and Economics teachers who set high expectations in their planning and teaching. They then practice and review these activities over the contrasting placement, seen in their own Business and Economics classes.</p>
Core Area 2. Subject and curriculum knowledge 2.4 Deliver a carefully sequenced and coherent curriculum	Business and Economics trainees will use guidance from subject bodies, mentors and literature to plan lessons and sequences that build understanding, knowledge and depth in coherent way, understanding what 'getting' better and progress in a subject means in Business and Economics,	<p>How do students learn Business and Economics? How do lessons apply the principles of cognitive science and knowledge of 'memory'?</p> <p>How do we assess learning better in Placement 2?</p> <p>What makes a good and outstanding economics/Business</p>	<p>At the beginning of contrasting placements trainees should review schemes of work and subject specifications. They should pay attention to how long-term plans are developed over a course.</p> <p>They should understand the idea of progress in Business and Economics and question</p>

	<p>regarding a lesson or unit of work.</p>	<p>curriculum? (Drawing on Pascall, 2022)</p> <p>Trainees in University sessions will be review Business and Economics curricular and identify how curriculum goals grow more complex over time. They should practice writing more complex curriculums through series of lessons.</p> <p>Trainees will review schemes of work and watch lessons to recognise that core Business and Economics needs to be remembered over time, concepts repeated and spaced. They will design activities that build strategies to recall knowledge. These recall activities build over time with greater complexity and are adapted from AfL and wider assessment evidence.</p> <p>Trainees research theory and review lessons and practice question-driven Business and Economics teaching. They plan how students develop subject numeracy skills and they interpret information for themselves in answering questions, for example.</p> <p>Trainees will review and devise strategies that confirm the intended curriculum outcomes have been met and check how secure student knowledge is. Strategies used will include questioning, short tests, longer summative assessment, extended writing, decision making and self or peer assessment.</p>	<p>how students are getting better at Business and Economics in their contrasting placement. This will include illustrating learning theory in their teaching and greater student progress. They should plan and practice teaching this with review and reflection on their teaching with the help of mentors.</p>
<p>2.5 Support students to think critically and challenge them to construct a deeper level of understanding and skills</p>	<p>Business and Economics trainees will plan lessons that use strategies based on learning theory and subject specific pedagogies. They will use reflection and assessment principles to question if progress has been made. They will plan using well established principles and independent</p>	<p>How does Business and Economics support intellectual development? How can current national and international examples be used to test and develop understanding?</p> <p>How do we plan to address misconceptions in Business and Economics?</p>	<p>In their Business and Economics placements, trainees will plan lessons where they adapt activities for all students to make progress. They will make use of student information to become aware of needs and use research-informed strategies for students to engage deeply with Business</p>

	ideas to further promote Business and Economics understanding and skills.	Trainees will practice using Business and Economics contexts to create resources which challenge students to think critically and deepen their understanding and skills.	and Economics. This might include applying cognitive science, or using enquiry-based and constructivist learning.
Core Area 3. Planning and Teaching 3.1.3 Model processes, ideas and concepts effectively	Business and Economics trainees will show sound subject knowledge through the ability to model activities and outcomes with their students. They will break down information into manageable sections that inform lesson planning and assessment.	<p>How do students learn Business and Economics, including the application of cognitive load theory?</p> <p>How do we model and address misconceptions in Business and Economics?</p> <p>Trainees will deepen their understanding of working memory and ways to avoid overloading this in their teaching. Trainees will observe, rehearse, practice and review strategies that allow students to show what they have learnt using retrieval and spaced practice. Chunking is used to encourage long term memory use as this reduces cognitive load. Modelling and repetition will be used, for example in teaching formulae and being able to interpret the results of calculations.</p>	Trainees in Business and Economics will observe experienced colleagues use modelling in practice. They will plan lessons and seek opportunities to rehearse and practise. For example, trainees will seek opportunities to model how to develop paragraphs and exam skills, as well as exam answers at different levels. Adaptive teaching may include templates and writing frames to support progress for all.
3.1.4 Stimulate student thinking and checking for understanding	Business and Economics trainees will use current topics to stimulate the practical application of the subject. They use a range of techniques to interest students and encourage inclusive participation. They will link topics to simple contexts, building up from students' own experiences to compare with other, less familiar places.	<p>How can we adapt Business and Economics teaching to students' needs better in placement 2?</p> <p>What forms of formative and summative assessment are appropriate at KS4 and at KS5?</p> <p>How can we develop higher order thinking skills in students?</p> <p>Trainees in University sessions will appreciate how to motivate students in Business and Economics. Students are more motivated when they learn, make progress, are inspired, and supported. Intrinsic motivation needs to be developed and understood.</p> <p>Trainees will consider content carefully, making sure it links to students' interests and experience. For example, outlining a simple personal cash flow forecast can help build initial understanding, then scaffolded toward those they</p>	<p>Business and Economics trainees will plan lessons using as much real-life application as possible.</p> <p>Student progress may be evidenced in their self-assessment and lesson evaluations.</p> <p>Design of lessons will consider how best to engage students by using questions and enquiry approaches in teaching. Current examples may be used through videos, social media posts and local issues. Constructivist approaches or social constructivist approaches are used to stimulate student engagement. Thinking Hats and Socratic questioning may be used.</p>

		may encounter in an exam question. Trainees will continue to observe, model, rehearse and practice how to increase motivation, for example by making clear career options in the subject.	
3.2.3 Assess and build on students' prior knowledge	Business and Economics trainees will reflect, through their understanding of learning theory, that all students have some everyday knowledge of the world around them. They will plan activities that build on this prior learning in order to build students conceptual knowledge and deepen their sense of getting better at Business and Economics in every lesson.	<p>How and why might Business and Economics students have a different prior knowledge of the subject and of current examples?</p> <p>How might we construct lessons to help build from everyday examples to more complex, e.g. those likely to be feature on an exam paper?</p> <p>How do we identify outstanding teaching in Business and Economics?</p> <p>Trainees in University sessions will continue to develop strategies for assessment and students' prior knowledge. They will also gain an understanding of strategies to develop metacognition and plan engaging lessons. They will consider using personal experience and media examples to spark interest in Business and Economics. Encouraging students to engage in citizenship around local issues can be a good way to assess what students already know and understand.</p>	<p>Trainees in Business and Economics will in contrasting placement apply reading by Michael Young and others regarding students prior learning and powerful knowledge. They will understand the intentions of the curriculum over the short term and long term.</p> <p>Lessons will always start by using trainee designed activities that engage and investigate prior learning, drawing on learning theory in so doing.</p>
3.3.2 Provide opportunity for all students to experience success through task design and careful grouping	Business and Economics trainees will plan, teach and assess with the impact of their adapted teaching in mind. They will use a range of activities with increasing skill that make use of, for example, lesson objectives, success criteria, excellent statements, and modelling, to support progress and improvement.	<p>How can we adapt Business and Economics teaching to students' needs better in placement 2?</p> <p>How effective has this adaptive teaching been at supporting student progress and how do we know?</p> <p>Trainees will learn in sessions that very little has been written about Business and Economics education for students with SEND. They will observe, rehearse and practice how modifications are made to teaching practice. They will review plans and approaches with SEND experts in placement schools and colleges and with TAs and SSAs where appropriate.</p> <p>(ITAP) In University sessions, trainees will continue to build their</p>	<p>Trainees in Business and Economics in contrasting placement will observe, plan, practice and review the many ways lessons can be adapted for all students. This could be through resources, support and by adapting objectives of the lesson, and different modes of presentation. For example, when developing exam skills, trainees will use techniques to support the identification of application, analysis and evaluation. Modelling can also be used in such examples. Trainees may take part in the Alternative Placement and spend time in a Special Needs School.</p>

		<p>knowledge of inclusive education. This includes making specific adjustments for students with SEND or language barriers.</p> <p>When teaching exam skills, this will include using modelling and writing frames to help students develop chains of reasoning.</p> <p>Trainees will draw on EEF research summaries in learning what makes collaborative work effective.</p>	
3.4.3 Build strong pedagogical relationships with young people	<p>Business and Economics trainees, will be able to build trust with their students, follow relevant schemes of work and specification content, plan engaging and inclusive episodes of teaching so that positive relationships are built over time as students make progress. This might include supporting staff on business and economics specific visits.</p>	<p>How can we adapt Business and Economics teaching to students' needs better in placement 2, for example by making better use of student data and assessment?</p> <p>How do we assess learning better in Placement 2?</p> <p>Trainees in University sessions will continue to expand their methods of teaching for students. For example, they will understand how to correct students' misconceptions through having secure subject knowledge and effective teaching approaches which are evaluated. Trainees will observe, model, rehearse and practice their planning with others.</p>	<p>Business and Economics trainees will experience how strong pedagogical relationships and the addressing of misconceptions can support student progress. Trainees will observe, plan, rehearse and undertake opportunities with mentors to allow students to experience business and economics visits. They may reflect on the experience with a 'thinking like an economist' perspective and consider the pastoral as well as motivational, cultural and intellectual benefit of trips and visits.</p>
3.4.4 Support students to develop effective behaviour for learning, including metacognitive strategies	<p>Business and Economics trainees will display high expectations of themselves and the students they teach. They will use a range of good behaviour policies and reflect on their usefulness and adapt practice. They will use a range of metacognitive strategies to support students in their learning, for example modelling worked examples, peer and self-assessment and revision strategies.</p>	<p>How do we ensure better behaviour for learning in Placement 2?</p> <p>What is metacognition and how can students be supported to build metacognitive strategies?</p> <p>In University sessions, trainees explore the use of enquiry-based learning in Business and Economics. They will develop experience of supporting students in learning and remembering more and in effective strategies to prepare for summative assessments, including using mind maps, Apps and revision cards.</p>	<p>Business and Economics trainees can now observe how positive relationships and effective behaviour management are used in a new context. For example, a barrier to learning could be the number of supply and cover teachers a student experiences. Trainees will observe, plan, rehearse and practice, careful adaptive practice and modelling of work. They may also spend time in a PRU or Special School and identify behaviour management and relationship building in context.</p>
<p>Core Area 4. Assessment</p> <p>4.3 Provide high-quality, timely and</p>	<p>Business and Economics trainees will follow school and college systems regarding assessment and feedback to students. They</p>	<p>How can marking and feedback be used to ensure better pupil outcomes?</p>	<p>Business and Economics trainees will now experience more teaching and therefore take more responsibility for progress.</p>

<p>formative feedback which students can act on</p>	<p>will development systems that allow them to make this part of their teaching, including developing exam skills. They will plan lessons following outcomes informed by curriculum plans and exam specifications.</p>	<p>What makes effective feedback to students?</p> <p>How do we assess learning better across vocational, GCSE and A level teaching during Placement 2, including the feedback we provide? (Drawing on Pascall and Whitehouse, 2022 on assessment in business and on Crawford-Singh, 2022 on teaching vocational).</p> <p>In University sessions trainees will appreciate that assessment allows students to demonstrate what they have learnt in Business and Economics. This will allow trainees to know what to improve or revise for next time. For example, the use of formative assessment to confirm whether re-teaching is required and when learning can move on. Trainees will plan, observe, rehearse, practise and review the use of specification assessment criteria in Business and Economics and know how this improves outcomes for students.</p>	<p>They will observe, plan, rehearse and practice retrieval of knowledge from students. They will develop more strategies that allow students to show and develop subject skills across different qualifications. Trainees will reflect on assessment weekly with mentors.</p>
<p>4.4 Adopt marking practices which are effective and efficient</p>	<p>Business and Economics trainees will understand what summative and formative feedback means, use different strategies of assessment for example live marking, peer, self and teacher assessment. Working with their subject mentor they will assess so that all students are able to use feedback to make progress.</p>	<p>How do we assess learning better in Placement 2?</p> <p>How do we assess learning whilst managing workload and wellbeing?</p> <p>In University sessions trainees will understand the place of summative assessment in the teaching of Business and Economics. Trainees will practice marking to exam board criteria, identifying breadth of knowledge, depth of understanding, appreciation of connectedness from substantive and disciplinary knowledge.</p> <p>Essentially understanding how to assess for Business and Economics education across different qualification types</p>	<p>Business and Economics trainees in contrasting experience will, with the support of mentors and experienced teachers, become more focussed on summative assessments or terminal exams and adequately prepare students for them. They will observe how teachers prepare students for exams but not limit the breadth of the Business and Economics curriculum. In their teaching, they will rehearse and practice summative assessing, for example by marking and feedback on end of unit exams and taking part in departmental moderation.</p>
<p>Core Area 5. Professional behaviours</p> <p>5.3 Manage workload and wellbeing</p>	<p>Business and Economics trainees will implement strategies and develop strong organisation skills to support delivering an increased number of timetabled lessons and considering a contrasting placement. They will effectively work with</p>	<p>What are practical strategies for success in teaching Business and Economics, including time management, midterm planning and managing wellbeing?</p> <p>Business and Economics trainees will be presented with practical teaching advice from experienced teachers regarding organisation</p>	<p>Business and Economics trainees in contrasting experience will take part in all aspects of CPD, including those that support the wellbeing of teachers. They will seek advice from mentors about work life balance, marking time scales. They will seek support from Business</p>

	Business and Economics staff to meet deadlines in an organised way.	and workload management, for example using diaries and to-do lists and made aware of support services in the University.	and Economics networks to assist in answering questions. They will develop organisation skills so that wellbeing and personal time can be enjoyed.
5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry	Business and Economics trainees will use networks and learnt knowledge from P1 to expand their opportunities for collaboration in P2, they will continue to develop a collaborative and teamworking approach to achieve curriculum outcomes and progression for their Business and Economics students and classes.	<p>Practical strategies for success in teaching Business and Economics.</p> <p>What is the role of the EBEA and how can it support Business and Economics teachers?</p> <p>What makes a strong professional skill set- lesson reflection, teamworking, joining groups, networking, delivering staff training, using Safeguarding protocols and working with parents/carers?</p> <p>Business and Economics trainees will be encouraged to join subject associations such as the EBEA. They will join networks and community spaces dedicated to teaching of the subject. They will pursue opportunities for conference, online and lecture activities to form subject communities of practice.</p> <p>Trainees may identify opportunities to act as an examiner during the summer series.</p>	Business and Economics trainees in contrasting school experience will consider themselves to be a member of staff in their department, working collectively for the progress of students learning in Business and Economics. They will attend and contribute to departmental meetings and pursue initiatives, for example contributing to staff training as part of assignment 2. Trainees will have increasing direct contact with parents/carers and interact via email and at school/college events.

Table 6: Overview of curriculum links between university sessions and Placement (U3/P3)

The table below shows what the Business/Economics curriculum's intentions are for trainees to learn in U3 and P3. U3 and P3 are positioned to provide trainees with an opportunity to return to placement 1 schools and colleges, to use what they have learnt to deepen their teaching practice with an increased timetable. Trainees have a greater focus on pupil voice and experience of school as their final academic assignment. The table below follows the same format as previous, showing overarching intention, Business/Economics curriculum intention, how it is addressed in University (U3) and what the desired impact is for Placement 3 (P3). Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings.

What is the intention of the Business/Economics curriculum in U3/P3	How is the intention implemented in Business/Economics University sessions in U3?	What should trainees be achieving in P3 to show impact in their Business/Economics teaching, therefore making use of U3/ P3 learning?
The overarching intention for U3/ P3 Business/Economics trainees is to become more confident teachers using what they have learnt from contrasting school/college	<p>Business/Economics trainees will all experience the following University sessions in U3.</p> <p>This explicitly delivers our</p>	<p>Business/Economics trainees should be able to demonstrate the following areas of impact:</p> <p>Trainees should now have a sound understanding of what it means to be a member of the teaching</p>

<p>experience, ready to become ECTs. Trainees will have gathered evidence to confidently meet the UoM ITT curriculum and The National Teacher Standards. Trainees will focus more on wider educational debates through their academic assignment, appreciating pupil experience and voice, to shape their teaching practice.</p> <p>Trainees will build upon U2/P2 experience by planning, teaching and assessing a greater number of lessons in U3/P3 and more KS4/ KS5 classes. They will be more specific in their Business/Economics teaching by having a clearer reference and intention to teaching specific pedagogy such as Business/Economics skills. They will plan lessons which are more inclusive and better adapted to the needs of their pupils. Trainees will now be assuming the identity of an experienced member of teaching staff in their department. Trainees are now acting more autonomously and therefore need to be directed less. Trainees can work towards department objectives, for example preparing pupils for terminal examinations etc.</p>	<p>Business/Economics intention for P3. Trainees experience a range of input, lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. U3 focus areas are:</p> <ol style="list-style-type: none"> 1. How do we develop effective assessment of exam skills in Business/Economics? 2. How can we use success criteria effectively to ensure high expectations and progress? 3. What makes effective feedback for students? 4. How can we develop literacy and teach writing in Business/Economics? 5. What is cultural capital in Business and Economics? 6. How can we develop metacognitive skills in students? 7. What makes effective planning for the initial teaching years for new Business and Economics teachers? 8. What are the attributes of successful leaders of Business/Economics departments and what skills and knowledge are required? 9. How do we prepare Business/Economics students for university entry, including Oxbridge? 10. How do we work effectively with Teaching Assistants and Specialist Support Assistants? 11. How do Business/Economics teachers they are growing professionally and making progress? What supports this process? 12. What does the future hold for Business/Economics education? 13. How can technology support learning in Business/Economics? 	<p>staff in a Business/Economics department, be better at engaging with colleagues and participate in meetings, such as subject meetings, CPD etc.</p> <p>All Business/Economics trainees should identify good practice of experienced Business/Economics teachers and reflect on their observation in the light of the core focus areas from U2, therefore effectively deepening their understanding of Business/Economics.</p> <p>They should have access to KS4 and A level schemes of work and be competently planning more original lessons, with the medium term in mind. They are effective in considering focus areas from U2, such as how Business/Economics teaching can be more inclusive.</p> <p>Trainees' Business/Economics lessons should now demonstrate good understanding of curriculum requirements, powerful knowledge concepts in Business/Economics, clear relevance, support aspirations and enthusiasm for the subject.</p> <p>Lessons should be planned to facilitate good progression through effective adaptive teaching, drawing on taxonomies such as Bloom.</p> <p>Trainees apply understanding of how online sites and digital tools can be used to support learning in Business (drawing on Bright, 2022).</p> <p>Business/Economics trainees in placement will be expected to have an awareness of how pupils are making progress in Business/Economics and illustrate this in their lesson evaluations. Trainees are now competently able to follow and make adaptations in using Business/Economics schemes of work.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

U3/P3: Deepening understanding and impact on learning, developing agency

Notes for completing this table: remember that U3 (March and June weeks) is heavily oriented towards pupil voice and the significance of building a pedagogical relationship with pupils, through the Pupil Voice assignment, and subject work on inclusion. This will flavour the statements and activities in this table.

P3 is about extending practice, building on experience in a contrasting setting, and also including the AP placement. Pedagogical relationships, but also subject pedagogical expertise.

Overarching Intention of our UoM curriculum for U3/P3 – Standard across all subjects	Link to UoM Business/Economics intention U3/P3.	How is this addressed in Business/Economics University 3 (U3)?	How is impact developed in Business/Economics Placement 3 (P3)?
	It is our intention that trainees in Business/Economics know how to:	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and rehearse these in Intensive Teacher and Practice (ITAP) days.	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and practice these in Intensive Teacher and Practice (ITAP) days.
Core Area 1. High Expectations 1.2 Demonstrate consistently high expectations of attitudes, values, behaviour, and progress	<ol style="list-style-type: none"> How can we use success criteria effectively to ensure high expectations and progress? What is cultural capital in Business and Economics? How do we prepare Business/Economics students for university entry, including Oxbridge? 	<p>Business/Economics trainees in U3 sessions will gain a deeper understanding of supporting student aspirations, including a focus on UCAS and course choices. High expectations are set by giving pupils a sense of enthusiasm and an ability to apply their understanding of the subject skills they have learned</p> <p>U3 sessions trainees will further explore cultural capital through lecture discussion, then observation, reading and discussion of the values in their teaching, such as, social justice, economic justice, sense of community, empathy and diversity.</p>	<p>Trainees should now observe, plan and rehearse developing original learning experiences that focus on setting high expectations. This could be done through enquiry, role play simulations, support with UCAS and University choice or developing Business/Economics club activities.</p> <p>As trainees are now experienced, lessons should be planned exploring values and cultural capital that are developed alongside learning outcomes. They should observe mentors and pay attention to which values are present and plan to do this for their own teaching.</p>
Core Area 2. Subject and curriculum knowledge 2.4 Deliver a carefully sequenced and coherent curriculum	<ol style="list-style-type: none"> How do we develop effective assessment of exam skills in Business/Economics? How do we prepare Business/Economics students for university entry, including Oxbridge? What is cultural capital in Business and Economics? How can technology support learning in Business/Economics? 	<p>Business/Economics trainees will in U3 sessions develop curriculums that develop the values of Business/Economics such as in curriculum design and development. Using research and experience, they plan a curriculum that has high quality content, organisation of content and choice of teaching approaches and assessment that brings coherence. They will also explore the use of technology and social media to aid learning. Future topics could include those highlighted in their pupil voice enquiry or, for example the Economics of the Doughnut-inequality and climate change.</p>	<p>Trainees in U3 should show initiative to develop or create a scheme of work for their placement school. They should follow the guidance shared in U3 sessions to produce programmes of study that are appropriate for challenge and development. Trainees will highlight areas to promote career opportunities and further study, identifying barriers and signposting students accordingly.</p>
2.5 Support pupils to	How can we develop	Trainees will be introduced to the	In P3 trainees will seek to

think critically and challenge them to construct a deeper level of understanding and skills	metacognitive skills in students?	research on metacognition and how this can be applied to economics teaching. They will also consider research on developing student resilience (Gardner and Stephens-Piscecco, 2019). They will learn how to change their teaching of Business/Economics to allow students to progress through university and into careers.	further the Business/Economics curriculum further applying heartwork and Rawls' (1974) <i>Difference Principle</i> to appreciate the lives of pupils and how Business/Economics can help pupils to understand and provide opportunities. They will understand the importance of developing student self-awareness and review and what factors bring student stress and anxiety. ITAP - plan a lesson which is incorporates student self-assessment and review.
Core Area 3. Planning and Teaching 3.1.3 Model processes, ideas and concepts effectively	How do we develop effective assessment of exam skills in Business/Economics?	Trainees in U3 sessions will observe, discuss and research how the subject is examined in KS4 and KS5 and the opportunities to be an Assistant Examiner. They will carefully observe this is practice and then practice within U3 sessions.	In P3, trainees should consistently observe, practice and review the teaching of concepts within Business/Economics. They should seek opportunities to practice marking to exam board requirements.
3.1.4 Stimulate pupil thinking and checking for understanding	What does the future hold for Business/Economics education? How can we develop metacognitive skills in students?	Trainees in U3 sessions will, through the pupil enquiry assignment consider the future of Business/Economics as a subject in schools and how the curriculum should be developed going forward. They will consider work by Butler for the EBEA on the importance of teacher advocacy for the subjects. They should develop student metacognitive practice within their teaching.	In P3, trainees should consider, asking and observing what pupils think about their futures. What are their students concerns? What are the major issues and opportunities they have for the future. With mentors, trainees should consider what implications this has for the departmental curriculum.
3.2.3 Assess and build on pupils' prior knowledge	How can technology support learning in Business/Economics, including in retrieval? What is cultural capital in Business and Economics?	In Business/Economics as a subject, there are numerous online resources for students and teachers to use; the topicality of our subject also means keeping abreast of new subject knowledge but also helping students make sense of the news, with subject enjoyment and exam preparation in mind. Technology packages such as ScoopIt and Padlet can be used to catalogue stories in the news; trainees will evaluate how Kahoot, Socrative, Blooket and Quizlet can be used for low stakes quizzes, alongside their limitations.	Trainees in P3 should now use their experience to evaluate the effectiveness of technology to support their teaching and develop an awareness of issues in the news. How do teachers gain an understanding of how to use technology effectively? How can teachers recognise student prior experience and adjust for different accumulation of cultural capital?

		<p>Trainees will also build on their knowledge of cultural capital to build student knowledge.</p>	
<p>3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping</p>	<p>How to keep developing your pedagogical content knowledge in Business/Economics. How do we work effectively with Teaching Assistants and Specialist Support Assistants?</p>	<p>In U3 Business/Economics trainees are required to embed what good Business/Economics lessons are. Trainees in U3 will continue to review lessons, reflect and jointly plan lessons that encompass pedagogy for example considering powerful knowledge. This also includes how to work with TAs and SSAs effectively.</p> <p>This includes the careful selection and adaptation of case studies to build context and prepare students for final exams. Does this connect with pupils' everyday experiences (eliciting what pupils know, checking for misunderstandings, finding out pupils' opinions and feelings about a topic and supporting their learning). Trainees in U3 should continue to embed practice that allows pupils to explore new information and relate to what they already know, allow pupils to learn through social constructivist approaches and talk to their peers. At this stage, with exams in mind, lessons should provide opportunities for extended writing to show new learning and linking of ideas, for example, writing about the short- and long-term impacts of poor cash flow for a specific business.</p>	<p>In P3 Business/Economics trainees should observe experienced teachers and focus on how they build from using simple to more advanced Business/Economics contexts in their teaching.</p> <p>They should look specifically how teachers provide geographical information to their pupils, the language they use and how they are specific in pupils using the correct terminology. Trainees should understand how to jointly plan the role of TAs and SSAs with increasing independence and the progress of all students in mind.</p>
<p>3.4.3 Build strong pedagogical relationships with young people</p>	<p>Continue to embed heartwork and the importance of strong teacher-pupil relationships.</p> <p>How do we work effectively with Teaching Assistants and Specialist Support Assistants?</p>	<p>In U3 trainees will continue to reflect on a major reason to teach Business/Economics; helping young people make sense of the challenges the world is facing. Business/Economics needs to be relevant for today and their future.</p> <p>U3 trainees will be shown examples how Business/Economics teachers can establish ways in which pupil already have personal Business/Economics and how these can build motivation and interest in the subject even further. This includes all pupils- with a focus on those with SEND.</p>	<p>In P3, Business/Economics trainees should plan lessons with understanding that pupils have a different experience of Business/Economics than adults, for example; where they live, their part-time jobs, who they live with, where they shop, their aspirations.</p> <p>P3 Business/Economics lessons should help pupils connect their personal Business/Economics with that of the aims of the lesson. It should encourage SEND pupils to know the lesson can</p>

			be 'about them' too.
3.4.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies	How can we develop metacognitive skills in students?	In U3 trainees will continue to reflect on metacognitive strategies to deepen their own practice. Metacognition involves teaching pupils how to monitor their knowledge and cognitive processes and then teaching pupils how to use these findings to make judgements about the future direction of their learning (Bromley, M. (2018) In the classroom; Metacognition explained). This also includes work on trauma informed practice.	Trainees in P3 will continue to deepen their understanding and practice of metacognition by considering these questions (related to the metacognition cycle). Do I give time for pupils to think about objectives and show prior understanding? Do I suggest pathways and ask pupils how they could complete activities in the lesson today? Do I show pieces of work at different levels and model completion? Do I regularly ask pupils if they are progressing and give opportunities for alternative strategies? Is there enough time for self and peer assessment? Finally do I allow pupils to use success criteria to evaluate and reflect on their own learning; what went well? Could things have been done differently? What was hard to complete and how did they (the pupil) overcome it. Bromley, M. (2018) In the classroom: this extends to the development of self-produced revision materials and planners.
Core Area 4. Assessment 4.3 Provide high-quality, timely and formative feedback which pupils can act on	What makes effective feedback for students? How can we use success criteria effectively to ensure high expectations and progress?	In U3 trainees should be well versed in all aspects of assessment, formative to summative, reflecting on experience from University and Placements. In U3 trainees should reflect on deeply, what assessment is and why it is important. When assessment is done well, it gives pupils a better understanding of their performance and teachers better indications if their pedagogy is working if feedback is effective. Trainees in Business/Economics will consider how feedback can be provided, from live marking to formal summative assessment and one to one intervention. They will be able to identify what makes effective feedback with workload management in mind.	In P3 Business/Economics trainees should now observe and be fully engrained into their school assessment practices and have a better understanding of exam board requirements. Using strategies such as diagnostic assessment, formative assessment, peer and self-assessment. Understanding how to feedback with validity and reliably.
4.4 Adopt marking practices which are	How can assessment be made productive but	In U3 trainees should normalise their practice of marking pupil work	In P3 Business/Economics trainees will embed marking

effective and efficient	manageable?	<p>which is a part of assessment. In U3 trainees will reflect on, and apply the work of Wiliam (2010, 2014) on effective assessment and feedback and make consistent use of AfL to confirm progress across the ability range.</p> <p>Trainees understand that feedback could be written, oral or electronic, or a form of grading. Trainees will understand that accurate feedback or marking can only be accomplished when an accurate assessment of learning has taken place and the pupil fully understands the meaning of feedback. The teacher should be specific about how the pupil should act on feedback, for example next steps. High expectations are clear on feedback, so pupils are motivated to develop their learning. For feedback to be effective pupils need opportunities to carry out follow up activities.</p> <p>Trainees should consider school/college mechanisms for feedback with workload in mind, including sample marking.</p>	<p>and feedback practices in the lessons they teach. They should read Garder (Gardner et al (2015) pp. 31–3). Black and William (1998) and re-visit Wiliam (2010, 2014) and apply principles. Trainees should observe established teachers giving good, whole class feedback, pupils giving each other feedback, practice giving strong written feedback such as PIE (Praise, improve, encourage) or PEN (Praise, error, next steps), or similar. They should be consistent in their use of verbal feedback during classroom talk, whole class feedback during discussion, live feedback during work, modelling to guide before work takes place, self-assessment through quizzes and game playing or multiple choice and the use of success criteria to meet outcomes. Trainees should reflect on The Education Endowment Foundation (2016), 'A marked improvement? A review of the evidence on written marking'.</p>
Core Area 5. Professional behaviours 5.3 Manage workload and wellbeing	<p>Business/Economics trainees will implement strategies and develop strong organisation skills to train effectively, delivering an increased number of timetabled lessons in a return to Placement 1. They will effectively work with Business/Economics departments to meet deadlines in a controlled, balanced and coordinated way.</p>	<p>Business/Economics trainees will be presented with practical teaching advice from experienced teachers regarding organisation and workload management, for example using diaries and to-do lists and made aware of support services in the University. They use school mentors and University tutors to support their wellbeing and seek independent advice.</p>	<p>Business/Economics trainees returning to Placement 1 schools will continue to take part in all aspects of CPD in school, especially those that support the wellbeing of teachers. They will use University resources and seek advice from mentors about work life balance, marking time scales. They will seek support from Business/Economics networks to assist in answering questions. They will develop organisation skills so that wellbeing and personal time can be enjoyed.</p>
5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative	<p>What are the attributes of successful leaders of Business/Economics departments and what skills and knowledge are required?</p>	<p>Business/Economics trainees will have joined subject associations such as the Economics and Business Education Association (EBEA). They will join networks and community spaces dedicated to teaching the</p>	<p>Business/Economics trainees returning to P1 schools will consider themselves to be a member of staff in their department, therefore working collectively for the</p>

enquiry	<p>How do Business/Economics teachers know they are growing professionally and making progress? What supports this process?</p> <p>How do we work effectively with Teaching Assistants and Specialist Support Assistants?</p> <p>Business/Economics trainees will use networks and learnt knowledge from P2 to expand their opportunities for collaboration for return to P1, they will foster a collaborative and teamwork approach to achieve curriculum outcomes and progression for their Business/Economics pupils and classes.</p>	<p>subjects. They will pursue opportunities for conference and lecture activities to form subject communities of practice. They pursue new ideas of teaching Business/Economics from external sources to share with their departments.</p> <p>They understand the importance of close working with teams of teachers, including Teaching Assistants and Specialist Support Assistants.</p>	<p>progress of all pupils learning in Business/Economics. They will attend and contribute to departmental meetings and pursue initiatives for example guest speakers and business visits. They will contribute regularly to department meetings regarding an area of interest, such as sharing assignment findings.</p>
---------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PGCE Mathematics with Economics (U1/P1 to U3/P3)

This section outlines the Curriculum intentions of the Economics components of the PGCE Mathematics with Economics course, which maps to the Curriculum in PGCE Economics and Business Education.

The course prepares trainees to teach in post-16 19, with a specific focus on developing effective pedagogy for A level Economics. Pre course sessions on Zoom focus on developing subject knowledge and an action plan, with the identification and filling of knowledge gaps. Such subject knowledge enhancement events take place before the start of the course and during the programme, with action plans reviewed during placement visits and tutorials.

Initial university weeks focus on key aspects of pedagogy- lesson planning (sequencing, scaffolding and modelling), with sessions built around the University curriculum. This is delivered both at the university but also at centre-based days with a specific focus.

Close work with trained subject mentors ensures pedagogy is built incrementally, from lesson planning and evaluation through assessment for learning and marking to awarding body requirements. Tutor visits to observe lessons and meet with the mentor and trainee are designed to shape development, with identification of strengths and action planning on areas for improvement. The focus is on opportunities to gather evidence towards the Teachers' Standards, assessed at the end of the programme. Some university sessions are also led by mentors and wider experts, with a further input from former trainees with their early career advice, teaching strategies and experience.

Subject specific focus is around being an economics teacher. This includes teaching post-16, mixed ability teaching with a focus on adaptations and building understanding of teaching problem topics (working with elasticities, market failure and externalities, New Classical and Keynesian theory, inflation and deflation).

The course is reflexive in nature and likely to change based on trainee progress, specific skills and context. A concise summary is given below for reference; topics covered are recurrent themes developed over the year.

Typically, trainees will teach economics in their main or contrasting placement and this will form 20% of their

timetable. Placements are selected with support and development in mind, as well as providing sufficient contrast and challenge across the course and with opportunities to teach economics in mind.

What is the intention of the Economics curriculum in U1 to U3?	How is the intention implemented in Economics University sessions, U1 to U3?	What should trainees be developing to show impact in their Economics teaching, therefore making use of learning?
<p>The overarching intention for Economics trainees is to start appreciating what teaching Economics means in a contrasting placement and gaining greater awareness of how to adapt teaching, make effective use of assessment. The intention is also to continue to develop and embed elements of their Economics practice.</p> <p>Trainees will develop a clear reference and intention to teach subject specific skills. They will plan Economics lessons which are more inclusive and better adapted to the needs of their students. Trainees will be more embedded into the Economics department and take a greater role in extracurricular activities outside of the classroom.</p> <p>Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in Economics pedagogy.</p> <p>A focus is on moving trainees to mid-term planning and thinking, building an</p>	<p>Economics trainees will experience the following University sessions, including lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. Focus questions are:</p> <p>1) What is the place of economics in school/college? A level entry data (numbers, gender, school type); key components of a good Economics lesson; key traits, behaviours and facets of an effective Economics teacher; pedagogy for A level</p> <p>2) What are the subject knowledge requirements of teaching A level Economics? Trainees take part in pre-course sessions in micro and macroeconomics aimed at building their understanding of required subject knowledge and assessment.</p> <p>(ITAP 4) Subject knowledge development days and assessment submissions.</p> <p>3) What are student misconceptions in teaching economics? Trainees take part in sessions on adaptive teaching and planning problem topics, including</p>	<p>Economics trainees should be able to demonstrate the following areas:</p> <p>Trainees should have a sound understanding of what it means to be a member of the teaching staff in a Economics department, be more proactive in identifying areas for development and in engaging and participating in meetings, such as subject meetings, CPD etc.</p> <p>All Economics trainees should work proactively to identify good practice of experienced teachers and reflect on their observation in the light of the core focus questions, therefore effectively deepening their understanding of school and college Economics.</p> <p>They should have access to post-16 schemes of work and be moving towards planning and delivering good and outstanding lessons, considering focus areas from U2, such as how developing understanding of misconceptions.</p> <p>Trainees' Economics lessons should develop to demonstrate good understanding of curriculum requirements, powerful knowledge concepts in, clear examples and enthusiasm for the subject.</p> <p>Lessons should be planned to facilitate progression through effective adaptive teaching, including the development of subject specific and exam skills. This</p>

<p>understanding of Curriculum design in Economics.</p> <p>Trainees are better able to identify the set of professional skills required in teaching: reflecting, teamworking, participation in professional groups (such as in areas of T&L), networking and staff development.</p>	<p>market failure and the Phillips Curve.</p> <p>4) What makes effective lesson planning in teaching Economics? This covers planning; sequencing and scaffolding, adaptation and assessment for learning in A level economics.</p> <p>(ITAP 1)- Lesson plan submission and feedback</p> <p>5) Adaptive teaching- the range of students in typical classes, cultural capital; LA, MA, HA; SEND; EAL and stretch and challenge at all levels.</p> <p>6) Assessment- assessment for learning, exam practice and skills, marking at A level, use and value of assessment data; effective feedback.</p> <p>(ITAP 3) – Assessment and marking exercise submission and feedback.</p> <p>7) What is an effective Economics Curriculum? This covers enrichment, extra-curricular and developing subject interest and progression opportunities.</p>	<p>begins with the preliminary lesson plan submission with feedback.</p> <p>They should be more accurately judging how students are making progress toward exam skills and specification requirements.</p> <p>Trainees take part in PGCE events to present and share their resources with peers. They may also participate in activities around social responsibility, the PGCE Green Conference, buddying with fellow trainees and developing and delivering staff training materials as part of assignment two.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

The Curriculum is designed to support trainee progression, visible in their observed lessons and wider contribution during university sessions. Trainees also draw on evidence generated from Economics teaching in their progress matrix.

ITAP Days- Summary Table- 20 days in total

Core Area 1- Teacher Expectations, including heartwork, cultural capital and supporting aspiration (3 days)

Core Area 2: Subject knowledge, Curriculum and using contexts (3 days)

Core Area 3- Planning, learning theory and lesson structure; Adaptive Teaching, including resource design and scaffolding (6 days)

Core Area 4- Assessment, including Questioning (3 days)

Introduce	Analyse	Prepare	Enact	Assess
Lectures- High expectations and supporting aspiration; Heartwork and Cultural Capital	Lesson observation at Loreto College and TEMA	Lesson plan and catch-up guide submissions	Instructional coaching; mentor and tutor coaching; co-working with other trainees	Lesson observation; lesson evaluations; mentor lesson material review; progress matrix
Subject knowledge and context lectures	Lesson observation at Loreto College Expert modelling Considering examples	Subject knowledge task portfolio	Action plan updates; mentor and tutor coaching; co-working with other trainees	Action plan updates; Lesson observation; lesson evaluations; mentor lesson material review; progress matrix
Lectures on lesson planning and lesson structure	Lesson observation at Loreto College and TEMA	Lesson plan and SoW submission tasks pre-placement	Instructional coaching Co-planning activities Write and submit a lesson plan for A level Business Studies	Lesson observation; lesson plan submission; lesson evaluations; mentor lesson material review; progress matrix
Lectures on adapting teaching and mixed ability/SEND	Lesson observation at Loreto College and TEMA	GCSE teaching resource submission task pre-placement	Co-planning activities and production of scaffolded GCSE Business teaching resource	Lesson observation; lesson evaluations; mentor lesson material review; progress matrix
Lectures on assessment, retrieval practice and success criteria; AQA session on exam assessment and mark schemes	Video of two Business lessons Video on success criteria	Provide feedback to the teacher in the video, using the UoM pro forma	Retrieval activity produced and evaluated	Lesson observation; lesson evaluations; mentor lesson material review; progress matrix

5. What is the ITT Core Content Framework (CCF)? How is this relevant to you as Mentor and to your Trainee?

The Department for Education believes that *'the quality of teaching is the single most important in-school factor in improving outcomes for pupils- and that is particularly important for pupils from disadvantaged backgrounds'*. (Department for Education 2019).

The University of Manchester PGCE course has been carefully structured so that all trainees can experience the activities detailed in ITT Core Content Framework that will support you as a trainee to succeed in the classroom. The PGCE will go beyond the minimum expectation of the Framework and provides a curriculum that encourages research, criticality of theory and demonstrate expert practice in teaching your subject.

Your trainee will experience ITT Core Content Framework requirements in University sessions, in school practice and through academic work. The PGCE Business and Economics course will go beyond the minimum expectation of the ITT Core Content Framework and provide a curriculum that encourages research, criticality of theory and demonstrate expert practice.

As a Business and Economics subject mentor you will naturally also discuss aspects of the CCF, be that during observations, mentor meetings, planning checks or school based CPD sessions. Examples of how the CCF is integrated into the PGCE course is given below. Remember the CCF is woven into your trainee's experience in both school and University sessions and through their own research and planning activities.

UoM Business/Economics curriculum relating to CCF: Set high expectations (**** demonstrates how the subject mentor could contribute to this particular CCF aspect****)

High Expectations	
Learn how in Business/Economics University sessions and through placement experience and EPS	Learn that
<p>How to communicate clear instruction in your teaching using Business/Economics subject specific language that would allow the pupil to succeed. <i>Trainee observes subject mentor teaching a range of lesson.</i></p> <p>How to speak to pupils so that the teachers always see the potential in all, be that in form time, Business/Economics lessons, visits and when interacting with parents/carers and report writing. <i>Mentor could discuss target setting in Business/Economics.</i></p> <p>You will learn how to reward pupils in Business/Economics lessons where a culture of positivity is used as a way of learning for example in the use of Business/Economics games, role play and competition. You will learn how to motivate all pupils through lessons design to focus on those who could be classed as disengaged. <i>Trainee rewards pupils in Business/Economics classes in line with the department expectations.</i></p> <p>In Business/Economics sessions you will learn to set work for pupils that encourages participation of parents and guardians through interesting project and homework and the potential to get involved in Business/Economics activities such as enterprise days and visits. You'll undertake</p>	<ol style="list-style-type: none"> 1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviour of pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

<p>assignments that allows you to understand the way pupils view Business/Economics and then create subsequent actions. Mentor allows trainee to observe interactions with parents and guardians.</p> <p>In Business/Economics sessions you will be asked to observe a range of lessons and identify how high expectations are taught within the subject, this could be through language, activity design and professionalism of the Business/Economics teacher. In a weekly mentor meeting Mentor discuss target setting and raising achievement of Business/Economics pupils.</p> <p>In Business/Economics sessions you will learn how to differentiate activities so that all pupils can make progress no matter what their ability is. You'll practice lesson observations and identify what high expectations look like from mentors and teachers. Mentor will model or jointly plan differentiation for a Business/Economics lesson.</p> <p>In Business/Economics sessions you will experience research and discourse around what high quality teaching is, what it should include and how it can be assessed, so that all pupils get a high-quality Business/Economics experience. Mentor will highlight areas of good practice, encourage subject knowledge development through exam board meetings.</p> <p>In lesson observation feedback you will be asked to reflect on how and if you are 'setting high expectations' in order for strengths and targets to be identified. Mentor could observe aspects of high expectations in a weekly observation.</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

You will be assessed formatively through the course in accordance with the University of Manchester curriculum, and assessed against the QTS standards at the end of the course.

Business/Economics example of CCF **Standard 2 Promote good progress.**

How Pupils Learn (Standard 2- 'Promote good progress'.)	
Learn in Business/Economics PGCE sessions, School Experience , EPS sessions and Personal Academic Work	Learn that
<p>Your trainee will receive knowledge as to why learning is important to the pupil's knowledge of world and future opportunities. Show your trainee Business/Economics schemes of work and explain how they prepare for the next key stage or higher level qualifications.</p> <p>Know how to plan teaching sessions that build Business/Economics from prior knowledge through a range of activities. Your trainee will receive planning advice on how learning theories are used to plan your lessons. Show your trainee a range of activities that remember prior learning and activities that encourage the use of short term memory such as retrieval games in Business/Economics.</p>	<ol style="list-style-type: none"> 1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.

<p>Your trainee will be shown how to plan Business/Economics lessons that gradually progress so not to overwhelm the pupils, for example gradual steps and modelling techniques. <i>This also includes planning to limit distractions. Review lesson planning and discuss where pupils could become distracted.</i></p> <p>Your trainee will be mentored in planning sequences of work that build on knowledge learnt in prior years. Using working memory and long – term memory.</p> <p>Through observations in University sessions and school experience your trainee will learn when pupils have not been challenged enough or have become overwhelmed and learn how to plan better Business/Economics lessons.</p> <p>Through University sessions and lesson feedback your trainee becomes aware of how to recognise pupil misconceptions around Business/Economics and how to plan for better lessons. <i>Observe a lesson and make a focus of observations misconceptions, were there areas of weak Business/Economics subject knowledge?</i></p> <p>Your trainee will be encouraged to use their knowledge to reflect on lesson planning in Business/Economics so that planning takes account of what pupils already know and what they should achieve by the end of the lesson or longer planning. They'll be shown activities such as retrieval, repetition and Business/Economics skills, a useful way to gage understanding. <i>With your trainee, model ways of scaffolding and differentiation, go through model answers and assessment pieces show your trainee is aware of what the expectations are in for a particular Business/Economics class.</i></p> <p>In the Business/Economics PGCE your trainee will constantly be asked to plan for pupil progression in Business/Economics, shown how to use a variety of ways to differentiate encompassing knowing your pupils well, learning about timing, providing frameworks, range of learning styles and most importantly when to take differentiation away.</p>	<ol style="list-style-type: none"> 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned. 8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall. 9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4. What are the National Teacher Standards?

The Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status or QTS. The performance of trainees is judged against the Standards **at the end of the PGCE**. During the training year, subject tutor and school mentor will assess the trainees teaching in accordance with the University of Manchester ITE Curriculum, which is designed to facilitate trainees achieving QTS at the end of the PGCE. The curriculum is closely linked to the Standards, so trainees will gain familiarity with the Standards during the year. Feedback from the university subject tutor and school subject mentors will guide the trainee towards meeting the Standards by the end of the training year. As an example see below.

Teachers' Standard (TS1) states 'A teacher must set high expectations which inspire, motivate and challenge pupils'.

The University of Manchester Business/Economics curriculum consistently supports trainees to be able to plan exciting lessons which use a range of activities that motivate pupils; to use a range of interesting and differentiated objectives that challenge all pupils to make progress; to model high expectations by being well planned, research the topic well and make sure the Business/Economics being taught is pitched appropriately for their classes.

As another example, Teacher Standard (TS2) 'A teacher must promote good progress and outcomes by pupils'.

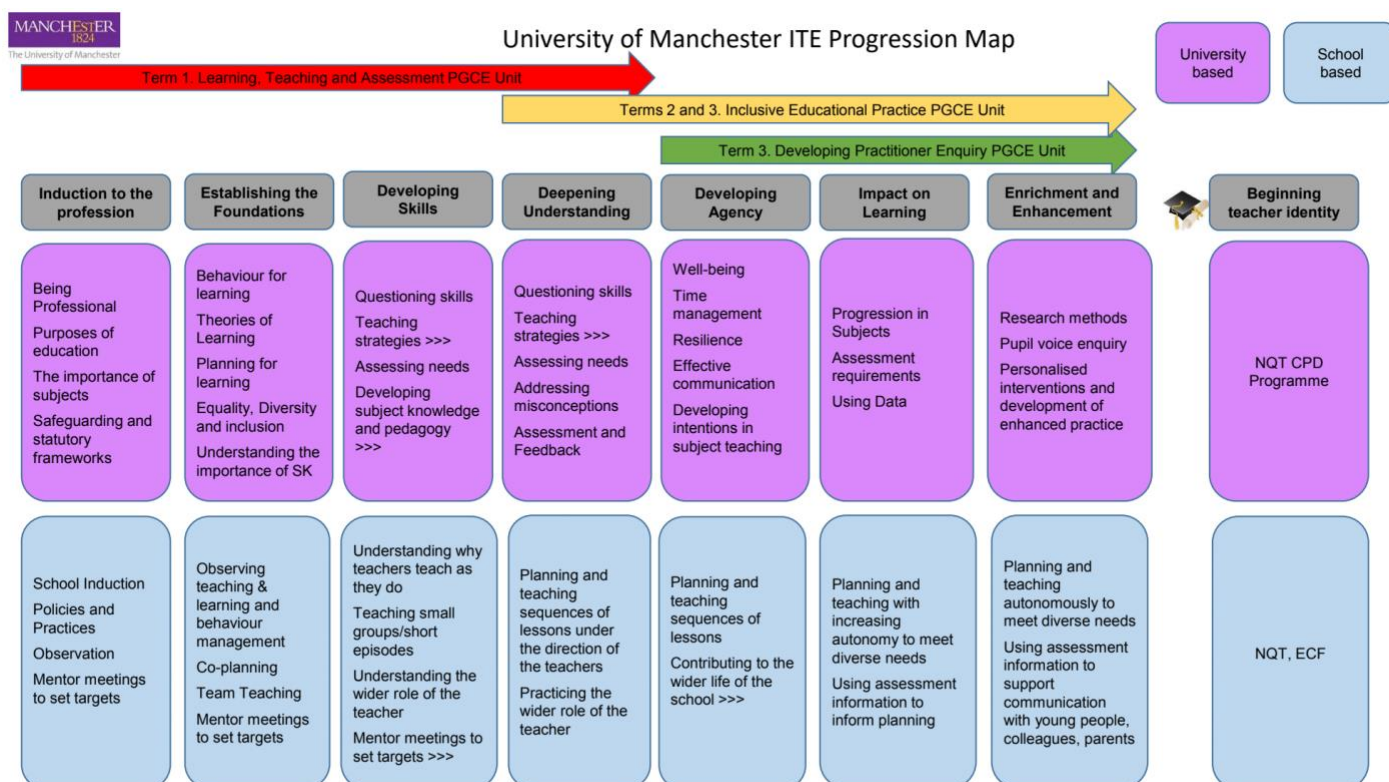
The University of Manchester Business/Economics curriculum consistently supports trainees to check learning of pupils such as using a test; using a mark book where they can track the progress being made by pupils; marking pupils work for either homework or classwork and giving feedback that celebrated successes and advice for improving their learning.

As the year progresses, with the support of the University tutor and subject mentors, trainees will develop the skills, knowledge and dispositions required to meet the Standards – and trainees will map their own progress in these ways by using the Progress Matrix.

6. How will your Business/Economics trainee progress in their training during school experience?

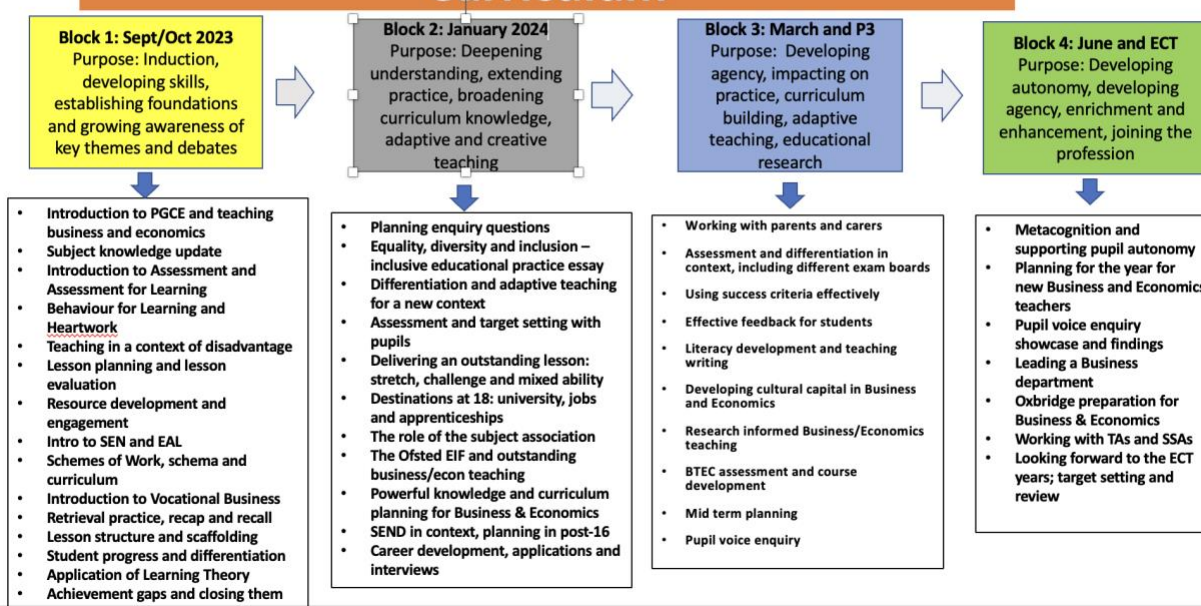
All PGCE students follow The University of Manchester PGCE curriculum. This document states our Intent, Implementation and Impact, and it integrates the requirements of the Core Content Framework. All trainees at the end of the training year are assessed against the Teachers' National Standards to achieve QTS. In order for your trainee to be awarded PGCE (the academic qualification) they must write three Master's level assignments. Your trainee spends a substantial amount of time in schools teaching, reflecting on their progress through the curriculum and writing their assignments. Your trainee is required to follow the curriculum shown below, going from basic steps in Placement 1 to becoming more confident and expert in Placements 2 and 3. In brief your trainee should progress in their own development in the following ways:

- They are able to teach, plan and assess lessons according to the increase teaching load
- They should be able to plan more lesson autonomously with original ideas
- They should be able to differentiate lessons more accurately using assessment as a planning tool
- The lessons they teach are rich in subject knowledge and specification knowledge
- The majority of lessons have a positive learning environment with very few interruptions
- Feedback shows that the pupils they teach make good progress over the scheme of work
- They are able to demonstrate on the progress matrix how they are progressing through the University of Manchester ITE Curriculum.



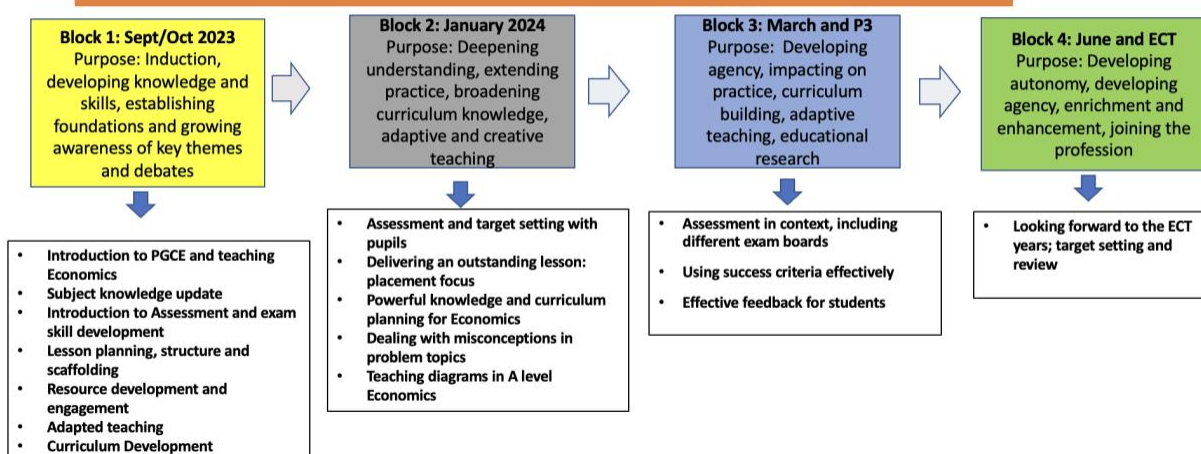
The UoM PGCE Business/Economics Curriculum

MANCHESTER
1824



The UoM PGCE Economics Curriculum

MANCHESTER
1824



Education Professional Studies (EPS)

Alongside your subject sessions in University and school experience your trainee also follows the Education and Professional Studies Curriculum or EPS. EPS is a tightly-constructed course within the PGCE, taught across subjects, and linking to sessions in schools. EPS addresses critical issues for all teachers including inclusion, diversity and equality, safeguarding, special educational needs, relationships and sex education and education and disadvantage. All trainees are given a timetable, reading list and workbook for EPS activities. EPS sessions are of very high quality and have typically been highly regarded by past trainees.

Sessions are informed by the university curriculum and the [DfE Core Content Framework for Initial Teacher Education](#), references to which are in brackets.

September- December 2023: key focus on lesson planning, developing effective assessment to inform progress, managing behaviour and inclusive teaching

Session title	Session title
Introduction to PGCE and teaching business and economics (S1 parts 2 and 3; S8 parts 3-4)	Introduction to Assessment and Assessment for Learning (S6 1-7)
Subject knowledge update [two days]- A level Business Studies (S3 1-6)	Behaviour for Learning/Teaching in a context with a high proportion of disadvantaged students, literacy [MEA] (S1 parts 3-5; S5 part 6, S7 parts 1-7)
An introduction to Heartwork (S5 parts 1-3, 6)	SEN and Education, Health and Care Plans [Loreto College] (S5 part 7; S8 parts 5 and 6)
Subject knowledge update- Macroeconomics and Microeconomics (S3 1-6)	EAL and working with high needs students [Loreto College] (S5 part 1, 7)
Introduction to lesson planning and lesson evaluation (S1 parts 3 and 4; S2 parts 2-4; S4 parts 1 to 11; S5 part 2)	Engagement, challenge and independent learning (S5 parts 1-5)
Developing resources and differentiation; EEF teacher toolkit (S5 part 1)	Schemes of Work, schema and curriculum mapping (S3 7-8)
Behaviour management and high expectations (S1 parts 1-6; S7 parts 1-7)	An Introduction to Vocational: BTEC, VCERT, Cambridge & OCR Nationals- course units, design and assessment (S6 parts 1-7)
Teaching Online and adjustments with covid-19	Retrieval practice, recap and recall (S2 parts 1-9; S5 part 2)
Assessment and working with specifications- AQA (S6 1-7)	Structure and Scaffolding your lesson (S4 1-4; S2 parts 7-9)
The UK education system and school and college types in 2021	Introduction to GCSE Business Studies (S6 1-7)
Introduction to resilience: managing mood; workplace politics	Marking an A level Business Studies case study (S4 part 11)
Ensuring Pupil Progress (S2; 7-9)	Introduction to teaching KS3 computing (S6 1-7)
Introduction to teaching A level Business Studies (S6 1-7)	Introduction to differentiation (S5 part 1, 3, 4, 6, 7)
Introduction to assignment one: Learning, Teaching and Assessment in the Curriculum	Subject terminology and memory- building understanding of definitions
Achievement gaps and closing them [gender/ethnicity/disadvantage] (S5 1-4)	Self-reflection, evidence building and career planning (S8 1-3, 7)
Cognitive load theory and dual coding (S2 parts 1-9)	

January- March 2024: key focus on developing assessment, adjusting teaching to ensure progress in a contrasting context, effective mid term planning and curriculum design

Session title	Session title
Using ICT in teaching: online apps and multiple choice questions (S6 1-7)	Equality and diversity in schools and colleges
EBEA conference: Teaching Business Education for PGCE trainees	Assessment, planning and target setting using ALPS (S6 parts 1-4)

Professionalism and professional conduct refresher (S8; S7 part 3)	Workplace politics in schools and colleges
Differentiation with low and high ability; ensuring 'lost children' are included (S5 parts 1, 3, 4, 6, 7)	First appointments
Positive thinking and dealing with challenge (S7 part 3)	Managing behaviour in context: School visit (S1 part 5; S7 1-7)
Numeracy: Teaching Business Finance- investment appraisal and break even (S3 2-6)	Delivering an outstanding lesson: stretch, challenge and mixed ability (S5 1, 3, 4-7)
Developing Q&A skills (S4 part 6)	Destinations at 18: university, jobs and apprenticeships
An Introduction to Subject Associations- the EBEA	Intro to assignment Two: Inclusive Educational Practice
Disadvantage and poverty [Prof Carlo Raffo] (S5 parts 1-3, 6)	Ofsted priorities and the Education Inspection Framework
Marking in A level Business Studies (S6 1-7)	Introduction to powerful knowledge- curriculum planning S1 parts 3 and 4; S2 parts 2-4; S4 parts 1 to 11; S5 part 2)
Intro to assignment Three: Developing Practitioner Enquiry- Pupil Voice	Research informed teaching cont. – Hattie and effect sizes, EEF toolkit revisited
Using assessment to support teaching and feedback – Dylan William research (S4 part 11; S6 parts 5-7)	Assessment, success criteria and stretch and challenge – Tom Sherrington blogs (S6 parts 1-7)
Safeguarding and student wellbeing update [Loreto College]	Marking A level Economics (S6 parts 1-7)
Working with parents and carers (S8 part 4)	My first year in teaching- the ECT year [guest speaker]
Literacy: Teaching writing (S3 9-10)	Job interview workshop
Cultural Capital (S1 1-3; S5, 2-5)	Using success criteria in the classroom (S5 2-4; S1 1-4)

April- June 2024: key focus on securing good and outstanding teaching and transition to first post and beyond.

Session title	Session title
Introduction to Metacognition (S5 parts 5 and 7)	Career planning and CPD
Planning for the year for new teachers	Leading a business department
Oxbridge preparation for business and economics students	Working with TAs and SSAs (S5 part 7; S8 parts 5 and 6)

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

Annual Subject Development meetings

These take place in June 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.

7. Roles and responsibilities in your trainee's PGCE year

The PGCE course at The University of Manchester uses a wealth of experience from a range of experienced individuals. In University sessions you'll get to know your subject tutor, PGCE leader and EPS tutors. You'll also get to know the Professional Support team (PS) and they are crucial in you navigating the requirements of the course.

In order to ensure 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/Principal	<ul style="list-style-type: none">• Provide overall commitment and structure to facilitate effective ITE in school or college
Professional mentor *	<ul style="list-style-type: none">• Ensure the key aspects of the partnership agreement are adhered to• Oversee trainee placements and work with the university to resolve any issues should they emerge• Select mentors who are experienced and able to give the trainee support and mentoring• Ensure subject mentors attend mentor training• Offer moderation observations, support and guidance where needed to both subject mentors and trainees
Subject mentor *	<ul style="list-style-type: none">• Attend mentor training to be prepared for and complete the expectations and requirement of the placement• 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• Model good practice and work collaboratively with the trainee to mentor and coach their development
Other school staff	<ul style="list-style-type: none">• 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• Model good practice and encourage the trainee to learn from their experience and/or expertise

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 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 trainees' progress and the course impact as a whole.

Who?	Key roles
Programme Director	<ul style="list-style-type: none">• Oversee the trainee cohort and ensure that all course compliance aspects are adhered to for trainees to complete the course and be recommended for QTS• Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement,

	<p>using the warning system where necessary</p> <ul style="list-style-type: none"> • Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors
School Liaison Officer (Team)	<ul style="list-style-type: none"> • Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements • Monitor and QA the partnership, report back to programme director, advisory boards and, where necessary, specific school partners • Contribute to Partnership Committee to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership • Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress
Subject tutor	<ul style="list-style-type: none"> • 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 • Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees • 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 • Oversee the assessment of trainees in line with UoM and Teachers' Standards
Trainee *	<ul style="list-style-type: none"> • Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping • To be responsive to feedback and open to being mentored to improve their professional skills • Represent the university and the expectations of the course to a high standard.
Professional Support Staff	<ul style="list-style-type: none"> • Support students in all compliance and registration checks • Communicate notices from The University of Manchester to students, such Blackboard notifications • Deal with day-to-day enquiries • Help with assignment submissions. • The PS staff are a vital component of the successful running of this course.

8. Your Business/Economics Trainee's Role and Responsibilities

Trainees are expected to:

- Be punctual to all University sessions and all school experiences including teaching, meetings, professional development sessions; report your absence following professional procedures
- Set a good example in the way you present yourself, be that appearance or manner in a professional environment
- Carry out, in a professional manner, tasks required by school/college, 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 their education and welfare
- 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 and quickly seeking advice when needed
- 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 and establishing and maintaining a school file within this. Have both available 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.
- Be expected to display the attributes of wanting to complete the PGCE training year.
- Be involved in wider Business/Economics associations, independently seeking to broaden your experience of debates around Business/Economics education.

9. The mentor's role and responsibilities

Your role as subject mentor is probably the most important factor supporting a positive school experience and therefore launching a successful career in teaching. We recognise that mentors are incredibly busy and really value your commitment in training a PGCE student from The University of Manchester. From our experience, good subject mentors have the following characteristics and competencies:

- They are individuals who champion equality and diversity in the school
- They are enthusiastic about teaching their subject and teaching their pupils
- They are scholars in their own subject and have excellent knowledge of their subject, curriculum, pedagogy and assessment
- They are committed in sharing best practice so that others can further develop their teaching.
- Good subject mentors are those who can support trainees in a positive and caring way to overcome any potential barriers in their trainee's development.
- A good subject mentor recognizes that trainees develop in their own pace and capacity. The mentor can therefore adapt and change their practice to get the best from their trainee.
- A good subject mentor recognizes that good teaching can incorporate a huge range of techniques and styles and are able to work with the trainee to develop their own distinctive practice and approach.

What to provide for your Trainee's school experience

School experience is a vital element of any teaching qualification. It is in school and college that trainees get to apply, reflect and evaluate what they have learnt in the University sessions. Trainees will typically learn new ideas and experience fully what working in schools and teaching their subject is actually like. This section of the handbook aims to answer common questions that mentors need answering to provide the best and most manageable experience for their trainees. We hope you find it useful.

Induction of trainee into the department and the school/college

The handbook includes suggestions for induction relating to key colleagues, including Designated Safeguarding Lead and the SENCO/ALS Manager; key documentation, including pastoral and discipline systems, Health and Safety Policy and inclusion of trainees in the school or college's communications system

How many school placements does my trainee have?

University of Manchester PGCE programme trainees have three placements. These are Main (1), Contrasting (2) and returning to MAIN (3) placement. On average trainees spend 120 days in school getting a feel for the rewards and challenges of teaching their subject in school. A calendar has been provided below.

Does the mentor plan a timetable for the trainee and if so how much teaching should they do?

The answer is yes. Our expectation is that your trainee will be teaching class groups for 8-10 hours in Placement 1; 10-12 hours in Placement 2; 12-14 hours in Placement 3.

Do these hours gradually build up or should trainees be given the allocation straight away?

In placement 1 the hours should gradually build up over a period of weeks. It's important to allow your trainee to gradually adjust to their full allocation. Too much teaching too soon can overwhelm trainees – though others will quickly take their timetable in their stride. Due to the pandemic there may be more opportunities to work with smaller groups of students as part of the recovery curriculum. This is a valid form of teaching and will be of great value. Again for placement 2 and 3 a gradual build up is recommended.

What Key Stages should my trainee be given?

Some schools deliver business in Year 9 or earlier- this can be included on a trainee's timetable. However, as a 14-19 course it is important that trainees have taught Years 10-13 by the end of the course, ideally some GCSE, A level and vocational. Trainees on the PGCE Economics and Business course should also teach A level Economics.

Is my trainee allowed to teach other subjects in the department?

Yes, your trainee is allowed to teach other subjects in your department for example in small Business departments this may include KS3 Computing. 67%+ of your trainee's timetable should be composed of the qualifying subject. In some cases your trainee may wish to teach a subject outside of their subject, this should be limited 10-20% and again discussed with your trainee. Your trainee should only be officially observed in their qualifying subject.

Can my trainee teach other colleague's classes or do they solely teach mine? Can they teach alone?

Yes your trainee can teach classes of other staff in your department. However, most developmental conversations should come from the mentor. As mentor you should make sure so that the trainee is given consistent feedback and not be overwhelmed with too many targets. Your trainee must have one formal observation each week with feedback. This should consistently be given by the same mentor. Some of the lessons your trainee takes can be with Early Career Teachers. Your trainee should always have a qualified teacher present in the classroom whilst they teach.

Is my trainee allowed to use plans and lessons already on the school system?

It is important to remember that the training year is about getting your trainee ready to plan, teach and assess their subject – but it is also about learning to work collaboratively and as part of a team. Trainees should have access to shared lessons and resources, but they should plan and teach original lessons from scratch and adapt and make most of their own resources. Trainees are typically shown long and medium-term plans and asked to teach to agreed objectives. But please adapt your practice to the needs of your trainee. In the early stages your trainee may wish to have more structure available to them. Your trainee cannot develop the skills and habits required, purely by using other teachers' plans and resources.

How often do I meet my trainee officially?

You'll have lots of interactions with your trainee when they are in school. They will need one timetabled meeting with yourself for 1hr every week. This should be at a set time and within school hours. Wherever possible, please avoid cancelling or altering these meetings at the last minute. Each week your trainee will complete a Weekly Mentor Meeting form. This will have suggested topics for discussion. The form is completed by your trainee.

How often do I observe my trainee?

Your trainee is required to be observed by you as their subject mentor once every week. This could be the same class or a different class. However, you should discuss when the observation will take place with your trainee. A trainee will always appreciate a good amount of notice as to when the observation will happen. Your trainee will give you a lesson observation form to complete, or it is available on our Mentor Resource Site www.seed.manchester.ac.uk/mentors. Most official observations need to be from you, the subject mentor.

Does my trainee need to complete lesson plans, powerpoints and reflections?

Your trainee is expected to write full lesson plans, and they should use the University of Manchester subject template to do this. All lessons are expected to be reflected on using guidance from your trainee's subject tutor. Your trainee should also produce all lesson materials such as an accompanying PowerPoint presentation. They should produce original resources.

Do I need to check my trainee's planning? When and how often?

There is an expectation that subject mentors check their trainee's lesson plans and resources and that these must be provided to the mentor 48 hours before a lesson. This allows the mentor to give constructive feedback before the lesson is taught. But it may be best to limit any changes in some cases – the trainee needs some responsibility for decisions, to learn from successes and mistakes. You must decide with your trainee when you want lesson plans and materials handed in and how and when they will be fed back on.

What does my trainee do when they are not teaching?

Your trainee will be busy, planning, writing lesson plans and resourcing their lessons and marking pupil work. They are also researching and writing assignments and working on EPS assignments. They need to be completing their RoAD file and updating their subject knowledge in a systematic way. They should also be getting involved in departmental and whole school activities and directives.

Do I need to write an end of placement report for my trainee?

Yes, all mentors have to write an end of placement report stipulating where their trainee is 'On track or Not on track' to meet Teacher Standards by the course. This document is set out using the major elements of the University of Manchester PGCE Secondary curriculum. The subject tutor will send mentors reminders and examples as to when to complete this by. Again, support for this is available on our Mentor Resource Site www.seed.manchester.ac.uk/mentors

All trainees complete a self-assessment of their progress at the end of each placement, a 'progress matrix'. The standards in the matrix are from the Core Content Framework and wider UoM curriculum. Evidence and reflection need to be highlighted to reflect your judgement of the trainee's progress. I encourage trainees to use the matrix frequently, but to refer to it mid-way and at the end of the placement.

10. Observing your trainee teach

As a University we recognise there are many different ways to observe your trainee teach. They all have their merits and restrictions. We would encourage all mentors to use their expertise to develop a method of observing that is beneficial to the development of your trainee. Feedback should be accurate, evidence based, constructive and developmental. Whilst we recognise that negative feedback rarely encourages development, positive feedback also needs to explain 'why'. Here are some suggestions on how you may decide to use observations for the growth of your trainee.

On The University of Manchester lesson observation sheet, use the suggested prompts of the left hand column, which

link to elements of the University of Manchester ITE Curriculum and Core Content Framework.

You may find that these questions help to focus your lesson observation and your feedback to the trainee:

- Did the lesson achieve its objectives? How and what is the evidence?
- Did the pupils learn anything new in the lesson today? If so what is the evidence?
- How did your trainee demonstrate accurate and sound subject knowledge? For example did they use key terms correctly?
- How well did your trainee model activities? Did they give clear and accurate instructions using a success criteria?
- How did your trainee cater for the different abilities in the classroom, was there enough support and challenge?
- How did you trainee check for progression and learning? Was there enough? Was this regular? How did they address any gaps in knowledge?
- How did you trainee create a supportive and encouraging environment today? Did they use reward to encourage learning?
- How did your trainee acknowledge prior knowledge the pupils had and did they build upon it?
- What were the pupils doing in the lesson today, were the activities appropriate, interesting and engaging?
- How did the pupils participate in the lesson? Was it all teacher or pupil led? Were there missed opportunities for peer work, group work or individual work?
- Has today's lesson prepared pupils for the lesson that's comes next?
- Did your trainee use a range of skills in the lesson today for example speaking, writing or listening skills?

Observing a trainee in a subject specific capacity

We recognize that each subject is unique and is taught using pedagogy which is significantly, though of course not completely, subject-specific.

- Has the trainee used business case studies with a focus on developing student understanding and exam specific contexts and it is still relevant?
- Has the lesson developed business and economics knowledge and has this been assessed and applied?
- Has the lesson been planned in line with expectation of the relevant Business/Economics curriculum?
- Has theory been introduced, modelled and scaffolded?
- Have the pupils been presented with sufficient stretch and challenge to meet and exceed their target grade?
- Has the trainee taught a lesson and addressed any common misconceptions such as productivity and production; trade deficit and budget deficits; debtors and creditors?
- Is the trainee allowing and planning for short term and long term memory for example are pupils able to demonstrate use of skills learnt in year 9 and 10 in Year 11?
- Has the trainee undertaken effective assessment to confirm learning has taken place toward lesson objectives.

Mentor training and further support and guidance

All subject mentors are invited to attend training at The University of Manchester. You are encouraged to contact your trainees subject tutor regarding any questions that you may have. However, don't forget our Mentor Resource Site, which has training and useful information on it, including trainee documentation and mentor training materials www.seed.manchester.ac.uk/mentors.

What to do if your trainee experiences problems

Your trainee will find parts of their training year difficult and for a variety of reasons. Some of these reasons could relate organizational or the practical, others relating to emotional wellbeing and the personal. Becoming a teacher often requires a shift in identity and being open to feedback in way never experienced before. As a mentor you'll need recognize these challenges and deal with them sensitively and sympathetically. However sometimes problems can arise because of a lack of understanding from your trainee. These matters also need to be dealt with. In all cases talk to your

schools professional mentor and your trainees University tutor.

Some common problem areas and common solutions

Your trainee is constantly late to school and classes. *In your first or next mentor meeting discuss the expectations requiring time keeping with your trainee.*

Your trainee finds organization a challenge. *In your mentor meeting discuss creating a work timetable with a collection of reminders for deadlines.*

Your trainee demonstrates weak subject knowledge. *In your mentor meeting you should discuss subject knowledge and content that needs covering for the forth coming week, you could ask how your trainee is developing subject knowledge independently and ask to see their action plan.*

Your trainee finds behaviour management a challenge. *Discuss any pupils that will present challenging behaviour. Go through the school behaviour policy. Allow your trainee to observe good practice of colleagues. Make an area of focus for an observation 'behaviour management using praise'. Discuss any school-based CPD.*

Your trainee fails to hand in planning on time. *Investigate why planning is late, there could be an underlying practical reason. Discuss a suitable time frame to catch up on planning. You could briefly reduce the planning expectation or structure of it. Alter the day when you wish to receive planning by and the format of it.*

Your trainee is over reliant on school resources. *Try to find out why your trainee isn't planning original lesson materials. Go through the long term plans in the department and share lesson ideas can be sought. Gradually change communicate your expectation for when you want original lessons planned by.*

Your trainee gets increasingly anxious over lesson observations. *Try to discuss the reasons why and reassure your trainee this is a developmental activity. Focus of positive attributes of their lessons to date and explain what the area of the focus for the next observation will be. Encourage your trainee to complete reciprocal observations of yourself and other department staff.*

Dealing with your trainee's wellbeing

Sometimes your trainee will face times in their training year when their wellbeing will suffer. The reasons for this could be many, perhaps personal. If you are worried about your trainee, or if they are out of character, or share personal information, please discuss this with your school professional mentor and University tutor.

Regardless all University of Manchester students can access wellbeing support. All trainees are aware of the support offered to them. Even so, more information can be found here; <https://www.studentsupport.manchester.ac.uk/>

Serious issues around your trainee's professionalism

There may be times when your trainee acts in way that is considered of a serious nature and go against the professional expectations of the National Teacher Standards. These incidents are rare but should be communicated quickly with your Professional Mentor and University Tutor. For extreme absences, failure to meet professional standards, including professional and personal conduct, will trigger concerns and possibly warning letters.

If your trainee is not on track with one or more groups of Standards will trigger concerns and usually warning letters. There are three stages of concern.

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, 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 two days before the full placement begins.

Trainees need access to school or college resource materials, including textbooks and other resources, as well as ICT facilities 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
- 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/ALS Manager
- 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;

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.

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

For placement 1 (TP1)

1. Get to know your Business department. Who are the key members? What are their specialisms, 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. Trainee to look at @tutor2u and @tutor2uecon hashtags and teaching resources and develop strategies to use with students
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 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, trips, 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 can lessons further develop student literacy and numeracy skills? Develop discrete lesson objectives with this in mind.
5. How have you planned lessons to stretch and challenge students at all levels and move them toward and beyond target grades: HA, MA, LA; SEN; DA.
6. 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?
7. How do business teachers tackle business ethics, accounting conventions, money laundering, advertising ethics and the ASA and CSA codes of practice?
8. How can homework be made more meaningful in business and economics lessons? How can the teacher prepare pupils for final exams, key terms, and the wider importance of the subject in society?

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. 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' RoAD 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. The trainee teacher may be asked 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 Business/Economics that was learnt? Using questions such as:*
 - o *Do you think the lesson objectives were.....?*
 - 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 on the university proforma. 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 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 keep 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 might 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 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. 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 University 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 Teacher 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 of the PGCE course

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.

Element of course	Brief description
Primary School Placement	7 days (completed September, or at Christmas)
Initial university weeks	Three complete weeks, followed by one part week during induction for P1
Placement 1	One-part week 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 ECT years

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.

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 School Experience 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 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.

CPD at the University of Manchester

The University of Manchester Primary and Secondary PGCE Teams are firmly committed to supporting partnership schools and 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.

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:](#)