

PGCE Economics & Business Education



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Subject Mentor Training
Wednesday 21st September 2022

Giles Bennett

Themes

- Role of a Subject Mentor & How to support trainees
- What to expect from our trainees in P1
- Trainees' timetables in P1
- ITT Core Content Framework (CFF) and the Econ./Bus Ed curriculum summary
- Lesson observation documentation and exemplars
- Weekly mentor meetings – with actions to be implemented
- Trainees' Progress Matrix and their 'RoAD'
- Progress report and exemplar



Manchester Institute of Education / Study / Postgraduate Certificate in Education (PGCE) / PGCE Secondary / Mentor resources

< Manchester Institute of Education

< Study

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(PGCE)

Mentor Resources

Welcome to the Mentor Resource Site for The University of Manchester Secondary ITE Partnership.

This Mentor Resource Site is for subject mentors and professional mentors working in partnership with the University of Manchester PGCE Secondary Programme. Yours is a vitally important role, and this site is intended to facilitate easy access to the information you require. Please let us know what else

Mentor resource site: www.seed.manchester.ac.uk/mentors

This Mentor Resource Site is for subject mentors and professional mentors working in partnership with the University of Manchester PGCE Secondary Programme. Yours is a vitally important role, and this site is intended to facilitate easy access to the information you require. Please let us know what else would help you by emailing teachereducation@manchester.ac.uk - we will do our best to provide it.

Our UoM ITE Partnership Curriculum guides all our work with trainee teachers. A summary introduction to the curriculum is included at the start of the [UoM PGCE Secondary Curriculum Handbook](#), and this [video](#) describing the trainee **Record of Achievement and Development** or RoAD. Trainees should all be familiar with the contents of both the handbook and the video (Sept 2022).

Subject handbooks for mentors and trainees (below) further specify the UoM ITE Partnership subject-specific curriculum. Mentor training resources to supplement these will be added, including videos and powerpoints.

Resources

- + Mentor training videos and updates
- + RoAD and other trainee support documents
- + Professional Mentor Resources

Subject-level documents and information

— Economics and Business Education

- [Subject mentor handbook](#)
- [Trainee subject handbook](#)

Key documents can be accessed through the Mentor Resources site – follow the links

Secondary Mentor Handbooks



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

Secondary PGCE BUSINESS/ECONOMICS

Subject Mentor Handbook 2022/23



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

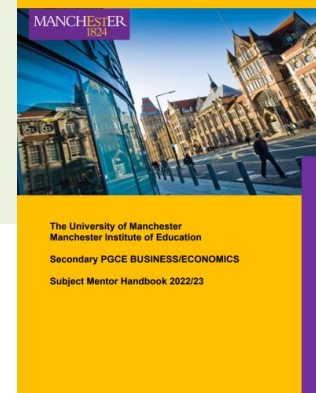
**PGCE Secondary PGCE
Curriculum Handbook 2022-2023**

Mentor resource site:

www.seed.manchester.ac.uk/mentors

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PGCE Economics & Bus Ed Curriculum (P1)

September- December 2022: 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 1-8)	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 1-8; S7 parts 1-7)	An Introduction to Vocational: BTEC, VCERT, Cambridge & OCR Nationals- course units, design and assessment (S6 parts 1-7)
Ensuring Pupil Progress (S2; 7-9)	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 2022	Introduction to GCSE Business Studies (S6 1-7)
Introduction to resilience: managing mood and strategies for stressful situations	Marking an A level Business Studies case study (S4 part 11)
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)	Teaching Key Stage 3 Computing (S2)

Subject Knowledge Enhancement Workshops have taken place in both Economics and Business Education.

May-August and two days so far during September's induction –

SK Assessments leading to trainees' SK Audit and Action Planning.

Key Tasks

- **Timetable** – variety and challenge to support trainee's development in placement.
- **P1: 8-10 hours a week, plus a period assisting as a TA. P2: 10-12 hours, plus period of PSHE or equivalent. P3: 12-14 hours.** Build up gradually if appropriate. Sufficient lessons with you.
- **Weekly written observation** – with targets. Co-planning can be helpful at an early stage.
- Informal formative verbal feedback where possible.
- **Weekly mentor meeting** – reflection and targets – focus linked to Partnership curriculum.
- **Joint tutor observation** – a moderating visit, observe and feedback together.
- Mid-placement review – is trainee on track? Shares RoAD links – their responsibility.
- **Progress report** – see exemplar – informed by the trainee's Progress Matrix / RoAD, discussed with trainee. Are they on track? Targets are key.

Key school/college policies: staff

- Attendance management systems
- Safeguarding procedures: their role as trainees
- Capability/support systems
- Disciplinary procedures
- Punctuality
- University no different- procedure to be followed in event of absence
- Education is a small world!

PGCE Calendar

MANCHESTER 1824 The University of Manchester		Calendar 2022 entry				
	week beginning	M	T	W	Th	F
	29-Aug-22	Bank Hol.	Directed study/SKE		SD/SKE & registration	
PSP	5-Sep-22	PSP* or SD placement				
U1	12-Sep-22	U1	U1	U1 - EPS	U1	U1
U1	19-Sep-22	U1	U1	U1 - EPS	U1	U1
U1	26-Sep-22	Uni	Uni	U1 - EPS	U1 [PSP*]	U1
1	3-Oct-22	P1 Induction		U1 - EPS	U1	U1
2	10-Oct-22					
3	17-Oct-22					U1
	24-Oct-22	Half term in most schools and colleges: 2 days directed study				
4	31-Oct-22	[SAFE ISP]				
5	7-Nov-22					U1
6	14-Nov-22					
7	21-Nov-22	[SEND ISP]				U1-EPS am
8	28-Nov-22					
9	5-Dec-22					
10	12-Dec-22				U2 [RoAD]	U2-EPS [PM/PR]
	19-Dec-22	holiday holiday				
	26-Dec-22					
U2	2-Jan-23	holiday / directed study			U2-EPS am	U2
U2	9-Jan-23	U2 [LTA]	U2	U2	U2	Inclusion Conf.
1	16-Jan-23	P2 induction				
2	23-Jan-23					U2
3	30-Jan-23					
4	6-Feb-23					U2
	13-Feb-23	Half term in most schools and colleges: 2 days directed study				
5	20-Feb-23					
6	27-Feb-23					U2
7	6-Mar-23					
8	13-Mar-23					end P2
U3	20-Mar-23	U3 [RoAD]	U3 [PM/PR]	U3-EPS am	U3 [ENQ PROP]	U3

School Diary reminder for Yellow University based days in P1.

Placement 1 starts on Monday 3rd October 2022.

P1 finishes on **Wed. 14th December.**

P2's contrasting placement starts on: 16th January 2023, finishing on 17th March.

The PGCE's 'A-B-A' placement model means trainees return to their P1 placement setting again in P3.

P3 starts on Mon. 27th March 2023, concluding on Fri. 26th May 2023.

Initial Teacher Training (ITT) & the CCF

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

Early Career Teachers (ECTs), no longer NQTs.

No longer a one-year QTS 'NQT' year, but two years after a PGCE. 10% remission in Year 1, 5% in Year 2.



ITT Core Content Framework

1



Early Career Framework

The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).

A three year structured package of support and development – 1 year PGCE (ITT - CCF) & up to 2 years for ECT –both harness the DfE's Teachers' Standards to link and provide clarity about what trainees need to learn and how –see '**learn that**' and '**learn how to**' statements for respective CCF Core Area sections.

The Core Content Framework (CCF)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf

Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)

Learn that...

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

Learn how to...

Plan effective lessons, by:

- *Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.*
- *Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.*
- *Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.*
- *Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.*

Make good use of expositions, by:

- *Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Starting expositions at the point of current pupil understanding.*

Lesson Planning & Lesson Plans

Documentation: Lesson Plan format

An amended format - which also requires trainees to capture their post-lesson critical reflections and evaluations on the same form

University of Manchester, PGCE Business Education/Economics

Lesson Plan Format 2022/23

Class:

Length of Lesson:

Date:

No in class:

Topic/Area to be covered:

Links to Scheme of work:

Lesson Aim:

Lesson objectives:

Wider lesson intentions: (Subject, Affective, Social/Emotional and reflexive, e.g. behaviour of particular groups, inclusion, group bonding)

Retrieval practice and any catch up work required: (what content from previous lessons needs including here)

Aff. to help evaluate the achievement of learning objectives (e.g. Q & A, peer assessment, case study, self-evaluation, etc.)

Homework:

Learning Resources Required:

~~Differentiation Opportunities:~~

(e.g. grouping, targeted support, Q & A, extension task, etc.)

Pupil Premium students [where applicable] and adjustments made:

Checks on pupil progress

Start-
Middle-
End-

‘Quality of Education’

- Intent
- Implementation
- Impact

Lesson Observations

Lesson Observations (see exemplar document)

Really significant to trainees.

Include specific positives,
usually starting with them.
Trainees have to *learn* to teach.

Feedback on trainee's self-
reflection can be really helpful –
often 'I think you are being
harsh on yourself'...

Try not to be too directive.
Suggest...

Be selective and specific in your
feedback. Particular moments,
situations, explanations,
questions, responses...

Achievable focused targets
(recommended max of 3 a week
- evidenced through RoAD and
monitored through observations
and weekly meeting) should be
recorded in the mentor meeting
notes – by the trainee.

Documentation: Lesson Observation Reports

- One formal observation per week – prompts on the left of the form link to the UoM Secondary PGCE Curriculum.
- 3 strengths and up to 3 targets, one of each to be subject specific.
- Review the trainee's Progress Matrix in 'full week 3' and in the penultimate week formatively.
- Moderation by Tutor – moderating the level reached by the trainee, not the specific lesson.

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See exemplar provided

Lesson Observation Report

Trainee: Harry Kane	Date: 11 th November 2021
School/College: Hogwarts Academy	Number in group: 24
Mentor/Teacher/Tutor: Gareth Southgate	Year group/attainment: Year 12
Focus of Observation: Use of assessment	Lesson Topic: Motivation theory

*UoM ITE Curriculum statements below may suggest comments and targets, but this is **not** a checklist to be completed.*

Employ

- accurate, connected subject knowledge
- curriculum knowledge: analogies, illustrations, examples, explanations and demonstrations
- build from examples to abstract ideas

Focus on:

- pupils' foundational knowledge and skills
- link to pupils' prior knowledge
- link to 'big ideas'
- minimise unnecessary task complexity
- smaller steps to begin with
- essential concepts, knowledge, skills and principles
- misconceptions (identify, prevent)
- balance introduction, repetition, practice and retrieval of critical knowledge and skills
- review and practise key ideas
- plan for high success rate in practice and retrieval tasks

Language:

- reading comprehension (questioning, predicting, summarising)
- writing (planning, drafting, editing)
- build pupils' oral language

• maintain and practise consistent and appropriately high expectations of pupils' knowledge, attitudes and skills

Subject and curriculum knowledge

You'd clearly worked on subject knowledge around motivation theory, notably intrinsic and extrinsic motivators, making use of the exam board specification. However, you showed much greater confidence when dealing with answers around Maslow and Herzberg than you did with Elton Mayo's human relations school, where you used foundational knowledge from students' part-time jobs. Worth brushing up on this for next time and re-reading the specification and past papers to identify the level of student understanding required.

Students were given back their homework, asked to read the feedback and took part in a general review featuring a series of prompts on the ppt. It was good to see literacy represented here, with students asked whether Google should have a capital letter. You may also have highlighted the apostrophe in "employee's" that wasn't required. You drew out some better sentences on incentives: get them to apply their knowledge of different named motivation theories (Maslow, Herzberg, McGregor) here with exam performance in mind. Student responses were generally appropriately presented on the board in small steps and with reference made to sentence starters.

Sometimes different textbooks and sources illustrate the Boston Matrix in different ways. You can tell them this but make sure the version they have is the one expected by the exam board. You might have re-drawn this on the board after the question from the student.

Planning and teaching

How does planning support the lesson? How does the trainee relate to the class? What do you notice about the class and individuals' responses in terms of knowledge, skills and...

Weekly Mentor Meetings

Weekly Meeting records (week 1)

Weekly subject mentor meetings in school or college

Before the meeting: make initial notes about the lessons you have taught, etc.

During and following the meeting, record key comments from your subject mentor.

	Reflection focus	Introduction to the profession; developing skills; establishing foundations
P1-1/ U1-4	Professional behaviours: Safeguarding	
Programme	Discuss safeguarding policy and practice in your school or college, and link to the ISP on Safeguarding.	
Subject	Discuss an observed lesson in terms of maintaining a secure classroom environment	
Progress made this week – note lessons taught, observed, and key points of progress agreed with subject mentor		Identified strengths – following discussion with your mentor
Targets for the next week agreed with subject mentor - building on targets in lesson observation report		Proposed actions to achieve these targets – following discussion with subject mentor, add these to your progress matrix

Weekly Meeting records (by week 3...)

P1-3	Planning and teaching: Behaviour for learning	Remember that you should make notes ahead of each meeting, and add further notes during or after discussion with your mentor - and link to this in your progress matrix.
Programme	Describe some routines that you have observed teachers using to create and maintain a classroom environment conducive to learning.	
Subject	List some of the routines you have focused on, when planning a teaching episode (perhaps jointly with your subject mentor).	
Progress made this week – note lessons taught, observed, and key points of progress agreed with subject mentor		Identified strengths – following discussion with your mentor
Targets for the next week agreed with subject mentor - building on targets in lesson observation report		Proposed actions to achieve these targets – following discussion with subject mentor, add these to your progress matrix

Trainees' 'RoAD' Progress Matrix

Progress Matrix document (Trainee to complete)

Formative use of the Progress Matrix

What actions do you plan to take during this placement and how?

Prior to, and throughout Placement 1, trainees should identify specific areas for development in collaboration with their University Tutor and school-based Subject Mentor. These may be based on University sessions or experiences during the Induction Phase of Placement 1.

What experience have you had in addressing this area?

Trainees should make brief notes to summarise activities that relate to the development of their practice and progress in each Core Area, hyperlinking to eg. lesson observations or lesson plans where this is useful. These notes should inform a discussion with the Subject Mentor prior to completion of the trainee's Progress Report, with the aim of identifying strengths and areas for development for Placement 2.

Reflection

Midway through the placement, and again at the end of the placement, trainees should reflect holistically on their experiences and summarise the progress they have made in each element of the Core Areas.

An example is given below for Core Area 1: High Expectations.

The completed Progress Matrix should be uploaded to Blackboard

Core Areas

Core Area 1: High Expectations

This includes communicating a belief in the potential of all pupils, thereby promoting challenge and aspiration, and fostering a positive classroom environment where making mistakes is accepted by everyone.

Core Area 2: Subject and Curriculum Knowledge

This will be ongoing and will include the development of pedagogical content knowledge

Core Area 3: Planning and Teaching

This encompasses the core processes of lesson planning and learning-teaching, of which classroom management and behaviour for learning is an integral element, rather than seen separately.

Core Area 4: Assessment

A particular focus on this central feature of learning-teaching, linking also to summative and national assessment.

Core Area 5: Professional Behaviours

This includes the activities that teachers engage in and are responsible for beyond the subject and classroom, and which lead to their development.

The University's Curriculum (5 Core Areas) align with the Core Content Framework (CCF) for ITE and enables our trainees to meet the Teachers' Standards by the end of the course. This is referenced at the end of the course and in the trainee's final Progress Report.

Progress Matrix document (Trainee to complete)

PGCE Secondary Progress Matrix – Placement 1

Core Area 1: High Expectations			
University of Manchester Curriculum Statements	Practice Statements <i>Relevant features of your practice</i>	What actions do you plan to take during this placement and how? <i>Add to these following reflection and ongoing feedback from mentors</i>	What experience have you had in addressing this area? <i>Note the date, challenges addressed, progress achieved. Add hyperlinks to other documents where appropriate.</i>
<p>As teachers, our own attitudes, values and behaviours affect the wellbeing, motivation and wider social engagement of young people. As teachers, we should question our assumptions about young people whose life experience differs from ours.</p> <p>Positive pedagogical relationships help young people to grow.</p> <p>As teachers, we are key role models who can influence the attitudes, values and behaviours of our pupils.</p> <p>Having appropriately high expectations of pupils requires skill, effort and professional judgement, and is part of developing a positive classroom and school culture.</p>	<p><i>Use intentional and consistent language that promotes challenge and aspiration.</i></p> <p><i>Create a positive environment where making mistakes and learning from them and the need for effort is expected and accepted by everyone.</i></p> <p><i>Seek opportunities to engage with parents and carers in the education of their children (e.g., proactively highlighting successes).</i></p> <p><i>Have, teach and maintain clear behavioural expectations.</i></p> <p><i>Build pedagogical relationships based on mutual trust and respect.</i></p> <p><i>Apply rules, sanctions and rewards in line with school policy.</i></p> <p><i>Acknowledge and praise your pupils' effort.</i></p>	<p>I will observe how teachers build positive working relationships with all pupils, and keep things positive from lesson to lesson.</p> <p>Be a good role model for pupils in terms of being positive - showing enthusiasm and interest towards the topic whatever I'm teaching.</p> <p>I want to develop a positive classroom environment where pupils can make mistakes and learn from them.</p>	<p>University 1 (September / October)</p> <p>Related university sessions (subject and EPS) and reading: 22/09/22 Behaviour for Learning session made me think about how important it is to have high expectations.</p> <p>Tutorial discussions: 15/09/22 Key point coming out of discussion was how to communicate enthusiasm for topics which aren't obviously inspiring.</p> <p>Curriculum tools: cultural literacy padlet ISPs. 26/09/22 I contributed to the Padlet with a reference to podcast by George the Poet.</p>
			<p>Placement experience</p> <p><i>Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...</i></p> <p>24/10/22 Lesson observations show that I'm demonstrating the positive attitudes, values and behaviour expected of pupils, and provide clear and consistent enforcement of expectations and praising pupils for good work and behaviour.</p> <p>03/11/22 I challenged and enthused pupils in a KS5 grammar microteaching task, where I used a song with complex and colloquial language and made the lyrics into a gap fill with the extra challenge of highlighting the verbs in the conditional tense.</p> <p>03/11/22 I experienced some difficulties with my Year 9 class, so I watched a video clip from Teachers' TV about raising expectations and made notes about the key strategies used. I read a scholarly paper on the Pygmalion effect and researched positive rewards and incentives which helped me to develop my classroom practice and build more</p>

End of Placement Progress Reports

PGCE Secondary Progress Report – Placement 1

Trainee: Marcus Rashford		Subject Mentor completing report: Gareth Southgate	
School/College: Hogwarts Academy		Date: December 2021	
Classes and Subjects/Topics Taught			
KS3	KS4	16+	
Year 8 Computing	GCSE Business Studies	Level 3 BTEC Extended Diploma A level Business Studies (Year 12)	
Please indicate whether your trainee is on track with the ITE curriculum in the following areas, overall:		Please summarise below the progress your trainee has made over the placement in each area, using their Progress Matrix to assist. Please expand the boxes as necessary.	
Subject and curriculum knowledge - good knowledge of the subject and the curriculum	Y	Marcus's teaching has been supported by strong subject knowledge with the classes he has taught. He has shown a willingness to read up to prepare for some of the BTEC National units he has been less familiar with. His preparation for finance topics has been strong, where teaching has illustrated a good understanding of the typical problems students have in calculating and interpreting price elasticity of demand.	
Planning and teaching, including: - high expectations - how pupils learn - behaviour for learning - adaptive teaching	Y	Marcus has developed his style of delivery during placement 1 to align with student needs/ profiles and alongside awarding body specifications. He recognises that this is still 'work in progress' and is appropriately reflecting on mentor feedback to make better use of prior data and results from assessments in his planning. Marcus has built a good rapport with the students in his classes. They have made relatively good progress in the majority of sessions taught by him, though a future target is to plan more carefully for the needs of individual students. Latterly, Marcus developed effective seating plans and strategies to manage low level behaviour. Marcus has gained a greater understanding of some elements of cognitive science, notably dual coding, in illustrating an understanding of how pupils learn.	
Assessment		Marcus has developed his ability to plan well-structured lessons, although personal time management has been a concern on occasions.	

Documentation: Progress Report

(Written by you at the end of P1)

Use the ITE Curriculum as a guide to help you assess a trainee's progress, targets and actions to be taken forward in P2.

Progress Report – End of Placement

Trainee: <u>Marcus Rashford</u>		Subject Mentor completing report: Gareth Southgate	
School/College: Hogwarts Academy		Date: December 2021	
Classes and Subjects/Topics Taught			
KS3	KS4	16+	
Year 8 Computing	GCSE Business Studies	Level 3 BTEC Extended Diploma A level Business Studies (Year 12)	
<i>Please indicate whether your trainee is on track with the ITE curriculum in the following areas, overall:</i>		<i>Please summarise below the progress your trainee has made over the placement in each area, using their Progress Matrix to assist. Please expand the boxes as necessary.</i>	
Subject and curriculum knowledge - good knowledge of the subject and the curriculum	↓ Y	Marcus's teaching has been supported by strong subject knowledge with the classes he has taught. He has shown a willingness to read up to prepare for some of the BTEC National units he has been less familiar with. His preparation for finance topics has been strong, where teaching has illustrated a good understanding of the typical problems students have in calculating and interpreting price elasticity of demand.	
Planning and teaching, including:		Marcus has developed his style of delivery during placement 1 to align with student needs/ profiles and alongside awarding body specifications. He recognises that this is still 'work in progress' and is	

Progress Report – End of Placement

Professional behaviours - including wider professional responsibilities	Y	<p>Marcus has shown a commitment to understand the school environment further through meeting with staff and by taking on board wider professional responsibilities such as involvement in parents evening and open evenings.</p> <p>He has attended staff training sessions in order to develop his practice and understand the school landscape. Marcus has worked well with the Business team and has taken on board feedback from peers and mentor. Marcus understands the need to maintain an effective learning environment and his responsibilities around safeguarding.</p>
Professionalism - maintain high standards of ethics and behaviour	Y	<p><i>Your trainee will be on track in terms of professionalism unless they have been unprofessional: i.e., they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school/college.</i></p>

Includes comments on **Professional Behaviours**, **Professionalism** and **Targets** moving forward into P2.

Targets: Based on your knowledge of your trainee and the progress they have made during this placement, please outline **three areas** for development for the next placement, indicating some specific approaches that you think may be useful in their continuing development.

These will be used by the P2 Mentor to plan the trainee's continued development.

1. Continue to develop a student-centred style of delivery and questioning techniques with the progress of all students in mind. Practice multi-stage questioning to deep dive into their understanding
2. Continue to develop in class assessment strategies and use these and pupil data to plan lessons going forward: this way you can stretch and challenge across the ability range.
3. Develop further understanding of key misconceptions when teaching business finance, especially the difference between debtors and creditors and the purpose of the different

Professional practice: extract from *national standards*

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach

- Teachers must maintain high standards of punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

- Commitment to improvement and professional development
- Review professional practice
- Communicate effectively with parents

At University sessions:

- Attendance and punctuality
- Contributions
- Positive approach

WARNING SYSTEM

ITT CCF & Teachers' Standards

Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')

Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration. 2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. 3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success. 5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers. 	<p>Develop as a professional, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to engage in professional development with clear intentions for impact on pupil outcomes, sustained over time with built-in opportunities for practice.</i> • <i>Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Strengthening pedagogical and subject knowledge by participating in wider networks.</i> • <i>Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.</i> • <i>Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.</i> • <i>Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.</i> • <i>Engaging critically with research and using evidence to critique practice.</i> <p>Build effective working relationships, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.</i>

ITT CCF & Teachers' Standards (S8) (Cont'd)

6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have valuable expertise and can ensure that appropriate support is in place for pupils.
7. Engaging in high-quality professional development can help teachers improve.

- *Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.*
- *Receiving clear, consistent and effective mentoring in how to work closely with the SENCO and other professionals supporting pupils with additional needs, including how to make explicit links between interventions delivered outside of lessons with classroom teaching.*
- *Discussing with mentor and expert colleagues how to share the intended lesson outcomes with teaching assistants ahead of lessons.*
- *Receiving clear, consistent and effective mentoring in how to ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher.*

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- *Contributing positively to the wider school culture and developing a feeling of shared responsibility for improving the lives of all pupils within the school (e.g. by supporting expert colleagues with their pastoral responsibilities, such as careers advice).*
- *Knowing who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report.*
- *Preparing teaching assistants for lessons under supervision of expert colleagues.*

Manage workload and wellbeing, by:

- *Observing how expert colleagues use and personalise systems and*

National Standards for ITT Mentors

National Standards for school-based initial teacher training (ITT) mentors

July 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf

From the Carter Review (2015)

The standards, although not statutory, should be used by school-based ITT providers to strengthen the quality of support that trainees receive whilst on school placements, to create consistency within partnerships and across the ITT system in England.

Standard 1: Personal Qualities

Standard 2: Teaching

Standard 3: Professionalism

Standard 4: Self development & partnership working

Themes reiterated to the trainees

- Good relations with pupils/students, teachers as colleagues, mentors, coaches...
- Well planned lessons that consider the needs of all students in the group
- Presence in the classroom
- Sound and thoughtful evaluation that impacts of future teaching
- Assessment, prompt return and effective feedback
- Professional conduct, at all times.

Trainees' views on good mentors

- Approachable
- High Standards & Expectations
- Constructive Feedback
- Have time!!
- Good mentors are always patient
- Wanting to be a Mentor
- Creating time – a set time per week helps us to meet your targets
- Constructive feedback continually, not just on one observation a week
- Identify clear targets
- Understands you are a trainee and feedback reflects that
- Formal lesson report that links to the Teacher's Standards
- Treating you as part of the team
- Schedule and keep to weekly meetings
- Provide clear expectations/ model answers

Recap

- **Timetable** – variety and challenge to support trainee's development in placement.
- **P1:** 8-10 hours a week, plus a period assisting as a TA. **P2:** 10-12 hours, plus period of PSHE or equivalent. **P3:** 12-14 hours. Build up gradually if appropriate. Sufficient lessons with you.
- **Weekly written observation** – with targets. Co-planning can be helpful at an early stage.
- Informal formative verbal feedback where possible.
- **Weekly mentor meeting** – reflection and targets – focus linked to Partnership curriculum.
- **Joint tutor observation** – a moderating visit, observe and feedback together.
- Mid-placement review – is trainee on track? Shares RoAD links – their responsibility.
- **Progress report** – see exemplar – informed by the trainee's Progress Matrix / RoAD, discussed with trainee. Are they on track? Targets are key.

Finally...

- Thank you for being a Subject Mentor for another year, or for the first time.
- It's a very rewarding role and supports your own CPD.
- There is lots of support – do contact us with any queries
- Early intervention and support is always the best approach for trainees' development.