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## Secondary PGCE Modern Languages

### Training for new Subject Mentors



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## Evidence of Training

Please click on the link in your Welcome and Resources sheet and answer the questions as we work through the training.

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## Warm up: The Subject Mentor role

Please answer the following questions by typing in the Chat:

- Why do you want to be a Subject Mentor with the University of Manchester?
- What do you think the role entails?
- Why do you think the Subject Mentor-trainee relationship is one of the most important indicators of successful completion of the PGCE programme?



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## Secondary PGCE Modern Languages Team

### University Lecturers and Tutors

- Joanne Taberner (Subject Leader)
- Karen Roberts

### Honorary Lecturers

- Andy Rose
- Amanda Barton

### Advanced Skills Mentors

- Cathy Herbert (Mount Carmel School)
- Joe Sykes (Loreto Grammar School)
- Ben Hollis (Wilmslow High School)

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## Secondary PGCE Modern Languages Programme

**Subject Specific Studies**

- o Seminars
- o Microteaching
- o Group and individual tutorials
- o Paired planning
- o Group planning
- o Workshops
- o Independent study

**Educational Professional Studies (EPS)**

- o Lectures
- o Seminars
- o Inclusion conference

**School/College Placements**

- o Placement 1
- o Placement 2
- o Placement 3

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## The University of Manchester Curriculum

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## The University of Manchester Curriculum

**Five Core Areas**

**Core Area 1: High Expectations**

**Core Area 2: Subject and Curriculum Knowledge**

**Core Area 3: Planning and Teaching**

- o Classroom Practice
- o How pupils Learn
- o Adaptive Teaching
- o Behaviour for Learning

**Core Area 4: Assessment**

**Core Area 5: Professional Behaviours**

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## Subject Specific Studies

**Sample seminars**

- o Transition from Key Stage 2 to Key Stage 3
- o National Curriculum Languages Programme of Study for Key Stage 3
- o Learning a language (Part 1): Introduction to a new Language
- o Learning a language (Part 2): Introduction to Cognitive Science
- o Lesson Planning (Part 1): Rosenshine's Principles
- o Lesson Planning (Part 2): Engaging Learners
- o Lesson Planning (Part 3): Supporting Learners
- o Teaching the Four Skills
- o Teaching Methodologies in ML
- o Teaching Key Stage 3 (Part 1): Teaching and Learning Grammar
- o Teaching Key Stage 4 (Part 1): The GCSE Modern Languages Specification
- o Assessment (Part 1): Assessment for Learning and Using Data Effectively
- o Behaviour for Learning (Part 1)
- o Assessment (Part 3): Giving effective feedback

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### School/College Placement: Induction Phase

**What does your trainee need to know about the School and Department?**

- ✓ Key policies e.g., Behaviour, Assessment, Child Safeguarding
- ✓ Expectations of staff e.g., Dress code
- ✓ School day
- ✓ Key staff (HoD, HoY, SEN(D)Co etc.)
- ✓ Reprographics/IT access
- ✓ COVID protocols
- ✓ Schemes of Work
- ✓ Resources


Trainees are not required to plan from scratch so please share resources with them as you would with an ECT

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### Task 1: School/College Placement: Induction Phase

**Identify activities for your trainee's Induction Phase in terms of whole-school and departmental activities.**



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**Identify activities for your trainee's Induction Phase in terms of whole-school and departmental activities.**

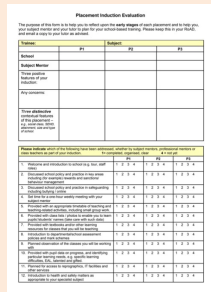
- ✓ Tour of the school
- ✓ Observe ML lessons
- ✓ Act as a TA
- ✓ Team teach with an experienced colleague
- ✓ Do a 'Pupil pursuit'
- ✓ Help with lunch duty
- ✓ Browse Schemes of Work
- ✓ Health and Safety briefing
- ✓ Child Safeguarding briefing
- ✓ Meeting with HoD

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### Task 1: School/College Placement: Induction Phase

**Identify activities for your trainee's Induction Phase in terms of whole-school and departmental activities.**



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## Trainee Timetable: Hours and Activities

**Co-constructing your trainee's timetable with them gives them a sense of agency, control and confidence; traits which are positively associated with adaptive coping strategies and increased mental toughness or resilience.**

**Placement 1**

- ✓ 8 hours' teaching (maximum) per week by the end of the placement
- ✓ Experience of team-teaching
- ✓ One lesson per week as a TA (in addition to 8 hours)

**Placement 2**

- ✓ 10-12 hours' teaching per week
- ✓ Experience of team-teaching
- ✓ Experience of teaching pupils with SEND
- ✓ Experience of teaching PSChE

**Placement 3**

- ✓ 14 hours' teaching (maximum) per week by the end of the placement
- ✓ Can include teaching-related activities

**For each Placement (in addition to the timetabled hours)**

- ✓ Allocate your trainee to a Tutor Group
- ✓ Schedule a Weekly Mentor Meeting
- ✓ Provide a range of Key Stages, attainment levels and behaviour
- ✓ Support your trainee in arranging at least one hour per week observing experienced colleagues
- ✓ Share with department colleagues – please don't do all the work yourself!

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## Task 2: Trainee Timetable and Activities

**Identify how your trainee's timetable could be made up in terms of:**

- Teaching ML1
- Teaching ML2
- Team teaching
- Working with individual pupils/small groups/half a class
- Acting as a TA to support the class teacher
- Teaching pupils with SEND
- Teaching PSChE

**Are there any important considerations?**



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## Task 2: Trainee Timetable and Activities

**Identify how your trainee's timetable could be made up in terms of:**

- Teaching ML1
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- Working with individual pupils/small groups/half a class
- Acting as a TA to support the class teacher
- Teaching pupils with SEND
- Teaching PSChE

**Are there any important considerations?**

- ✓ Individual differences in personality
- ✓ Confidence with ML2
- ✓ Previous experience of teaching (not always indicative of success!)
- ✓ Consecutive lessons
- ✓ Parallel classes e.g., 7A French and 7B French
- ✓ Incremental increase, particularly over Placement 1
- ✓ How many trainees are there in school?

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## Weekly Mentor Meeting

**Requirements:**

- Please schedule a regular meeting of about **one hour** each week
- Before the meeting, your trainee must write an agenda using the University template in their RoAD
- During the meeting, your trainee must make notes on the same template

**Suggested agenda items:**

- Discussion of weekly tasks, including the subject-specific discussion
- Review of your trainee's progress over the previous week by asking them to:
  - Describe what they have done in relation to previous targets
  - Provide examples of how they have developed their practice
  - Refer to their Progress Matrix
- **Co-constructing targets** with your trainee for the next week:
  - Provide examples of what you would like them to do
  - Check they understand **how** to do this e.g., "Develop your classroom presence" is unhelpful
  - Refer to your trainee's Progress Matrix

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[illegible][illegible]








### Task 3: Weekly Mentor Meeting

**You are concerned that your trainee is not submitting their lesson plans and PowerPoint 48 hours in advance and want to discuss this with them in your Weekly Mentor Meeting.**

- How might you approach this with them?
- What strategies might you encourage your trainee to use?
- How might you support your trainee in seeing the rationale behind this requirement?
- How might you support your trainee in meeting this requirement?
- Might you take any other action at this stage?
- What might you do if your trainee fails to respond?

## Trainee Assessment: The RoAD

Each placement, your trainee is assessed through their Record of Achievement and Development (RoAD), which they maintain on their Google Drive:

-  Lesson Plans and evaluations
-  Scheme of Work (Placements 2 and 3 only)
-  Assessment Portfolio (Placements 2 and 3 only)
-  Lesson Observation Reports
-  Professional Mentor Review
-  Progress Report
-  Progress Matrix

Your trainee's Google Drive is easily accessible via a *hyperlink*, which they will share with you at the start of the placement.





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### Trainee Assessment: The RoAD

| Name ↑  | Owner | Last modified   |
|---|-------|-----------------|
| 2 Audits (Literacy, Numeracy, Subject), CV        | me    | Sep 7, 2022 me  |
| 2 Induction, monitoring, CPD                      | me    | Dec 17, 2021 me |
| 2 Placement 1 RoAD documents                      | me    | Sep 7, 2022 me  |
| 2 Placement 2 RoAD documents                      | me    | Sep 7, 2022 me  |
| 2 Placement 3 RoAD documents                      | me    | Sep 7, 2022 me  |
| W → Cover page.docx                               | me    | Sep 7, 2022 me  |
| W Attendance record.docx                          | me    | Sep 7, 2022 me  |
| W Visiting Tutor's lesson observation report.docx | me    | Sep 7, 2022 me  |

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### The RoAD: Lesson Plans and Lesson Evaluations

**For each Placement, your trainee **must** :**

- ✓ Plan and evaluate lessons using our ML template (coming up!)
- ✓ Submit lesson plans to class teachers **48 hours** in advance (working days only) to allow feedback to be given and acted upon. *Please please please avoid the temptation to deviate from this to be kind!*

**Trainees find planning very difficult and do not know if they are "right" so please:**

- ✓ Share departmental resources with your trainee and support them in maintaining a balance between creating their own materials and adapting existing resources
- ✓ Undertake joint lesson planning
- ✓ Ask class teacher to provide feedback on lesson plans and suggest activities

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### The RoAD: Lesson Plans and Lesson Evaluations

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### The RoAD: Lesson Plans and Lesson Evaluations

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## The RoAD: Lesson Plans and Lesson Evaluations

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## The RoAD: Scheme of Work

- Placement 2
- Placement 3
- Completed by the end of Week 2 of the placement
- Overview
  - Learning Aims of the Scheme of Work
  - Subject and Teaching Strategies
  - Linguistic Staircase
  - The Programme
- Full guidance is given to trainees

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## The RoAD: Scheme of Work

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## The RoAD: Scheme of Work

Unit 1 C'est la rentrée/C'est parti! STAIRCASE

END GOAL: classroom two minute drama! Groups judge the best!

Classroom Language: C'est de quelle couleur? C'est blanc/bleu/vert/jaune/orange/rouge/noir/rouge/vert/etc. Qu'est-ce qu'il y a dans ton sac? Il y a un(e) ... vert(e) etc.

Qu'est-ce qu'on fait? ouvre/fermez (les cahiers/livres/la fenêtre/la porte)/ouvrez-vous/asseyez-vous/levez-vous/regardez (le rétroprojecteur/le tableau) (le professeur)/répétez/écrivez/répondez/posez (des questions) travaillez (avec un partenaire)/prenez (le cahier/le tableau blanc)

Quelle est la date de ton anniversaire? Mon anniversaire, c'est le premier/deux ... (numbers to 31) janvier/février/mars/avril/mai/juin/juillet/août/septembre/octobre/novembre/décembre C'est lundi/mardi/mercredi/jeudi/vendredi/samedi/dimanche ...

Quelle est la date aujourd'hui? J'ai un/deux/trois/quatre/cinq/six/sept/huit/neuf/dix/onzedouze/treize/quatorze/quinze/seize/dix-sept/dix-huit/dix-neuf/vingt ans

Quel âge as-tu? J'ai un/deux/trois/quatre/cinq/six/sept/huit/neuf/dix/onzedouze/treize/quatorze/quinze/seize/dix-sept/dix-huit/dix-neuf/vingt ans

Est-ce que tu as un(e) ...? Oui j'ai un cahier/carnet de notes/crayon/papier/portable/casque/ordinateur/calculatrice/règle/gomme/brousse. Non, je n'en ai pas un(e) ...

Qu'est-ce que c'est? Salut! Au revoir! Ça va? Oui, ça va très bien, merci/oui/pas mal/non, ça ne va pas! Comment t'appelles-tu? Je m'appelle ... Salut! Ça va? Comment ça s'écrit? alicé etc.

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## The RoAD: Scheme of Work

Secondary PGCE Modern Languages  
Core Area 3: Planning and Teaching  
Scheme of Work (Core Area 3)

| Lesson | Learning Objectives | Content<br>Core language/grammar/lexicon | Possible teaching<br>strategies/approaches | Learning resources | Assessment<br>Formative or Summative?<br>Assessment | Evaluation<br>Changes to be made<br>for next year |
|--------|---------------------|--|--|--------------------|---|---|
| 1      |                     |  |  |                    |   |   |
| 2      |                     |  |  |                    |   |   |
| 3      |                     |  |  |                    |   |   |
| 4      |                     |  |  |                    |   |   |
| 5      |                     |  |  |                    |   |   |
| 6      |                     |  |  |                    |   |   |
| 7      |                     |  |  |                    |   |   |

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## The RoAD: Assessment Portfolio

- Works in tandem with the Scheme of Work
- The same class should be chosen as the focus
- Placement 2 - Qualitative data
- Placement 3 - Quantitative data
- Overview
  - Class Context and Prior Learning
  - Differentiation Strategies
  - Seating Plan
  - Data Collection
  - Reflection (Progress Matrix)
- Full guidance is given to trainees

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## The RoAD: Assessment Portfolio

Secondary PGCE Modern Languages  
Assessment Portfolio: Placement 2 - Qualitative Data (Core Area 4)

**Aim and Purpose**  
The Assessment Portfolio for Placement 2 completion. Your task is to collect qualitative data and reflecting on the impact of your teaching on pupils' learning over time. This relates to Assessment Core Area 4 of our 1800 Curriculum will be used as a when reporting to stakeholders and finalising your Progress Matrix 1.

**Part 1: Contextualised Teaching Plan**  
Together with your Subject Mentor, and by the end of Week 2, identify one of your classes to track over Placement 2 then complete this contextualised teaching plan to support you with your planning and teaching. Please use pupils' names only to ensure anonymity.

| Class Name | Target Progress | Class Context | Class Progress |
|------------|-----------------|---------------|----------------|
| Class Name | Target Progress | Class Context | Class Progress |

What have your pupils already learned? When do they learn best? Which activities motivate your pupils?

Which differentiation strategies are effective for your pupils? How do you adapt your target content? How do you adapt your assessment? What evidence your pupils can provide, respond?

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## The RoAD: LTA Portfolio

- Placement 1
- Supports the first Masters assignment: Learning, Teaching and Assessment Completed by the end of the placement
- Overview: Scheme of Learning and Assessment Portfolio
  - Class Context and Prior Learning
  - Differentiation Strategies
  - Seating Plan
  - Data Collection
  - Reflection (Progress Matrix)
  - Learning Aims of the Scheme of Learning
  - Subject and Teaching Strategies
  - Linguistic Staircase
  - The Programme (3 lessons)
- Full guidance is given to trainees

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## The RoAD: The Lesson Observation Report

The Lesson Observation Report (LOR) is a form used to record observations of a lesson. It includes sections for:

- Subject and curriculum knowledge:** A list of 20 criteria for assessing the teacher's knowledge of their subject and curriculum.
- Planning and teaching:** A list of 20 criteria for assessing the teacher's planning and teaching skills.
- Assessment:** A list of 20 criteria for assessing the teacher's assessment skills.
- Use of assessment:** A section for recording the teacher's use of assessment.
- Key strengths of this lesson:** A section for recording the key strengths of the lesson.
- Targets arising from this lesson:** A section for recording the targets arising from the lesson.

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## Lesson Observation and Discussion

**Please conduct one formal lesson observation each week:**

- ✓ Record detailed feedback on the UoM Lesson Observation Report (guidelines are in the ML handbook)
- ✓ Give your trainee some positive verbal feedback immediately after the lesson
- ✓ Keep a copy of your LOR
- ✓ Conduct informal observations frequently

**As soon as possible after the lesson, please have a discussion with your trainee, in which you guide them to reflect on their teaching and their pupils' progress:**

- ✓ What were you happy with?
- ✓ Did the pupils achieve the lesson outcomes?
- ✓ What evidence do you have of this?
- ✓ Is there anything you would change if you taught the lesson again?
- ✓ Co-construct targets with your trainee and make sure they know how to achieve them – it is useful to refer to the Progress Matrix (coming next!)
- ✓ Give your trainee a copy of your LOR to save to their RoAD

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## Task 4: Lesson Observation and Discussion

Watch this [video](#) of a Year 9 French lesson (5 minutes) and consider the following:

- What were the strengths of the lesson?
- What were the areas for development?
- What targets might you suggest?
- How might these align with the Progress Matrix?
- How might you support your trainee in meeting the targets?
- What strategies might you encourage your trainee to use?

**Now role play the Discussion with one person being the trainee and one being the Subject Mentor.**

- What is your approach?
- What are your considerations?
- How do you enable your trainee to identify areas for development without affecting their confidence?

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## The RoAD: The Progress Matrix

The Progress Matrix is used formatively by the trainee to self-assess against the following headings and is a record of their achievements across the Core Areas:

- Core Area 1: High Expectations**
- Core Area 2: Subject and Curriculum Knowledge**
- Core Area 3: Planning and Teaching**
  - Classroom Practice
  - How pupils Learn
  - Adaptive Teaching
  - Behaviour for Learning
- Core Area 4: Assessment**
- Core Area 5: Professional Behaviours**

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## The RoAD: The Progress Matrix

PGCE Secondary Progress Matrix – University 1 / Placement 1

| University of Manchester Curriculum Statements   | Practice Statements  | Core Area 1: High Expectations  | What experience have you had in addressing this area?   |
|--|--|---|---|
| <p><b>As teachers, we will:</b><br/>           establish, value and enhance what we know and believe about the curriculum.</p> <p><b>As teachers, we should:</b><br/>           challenge our own assumptions about young people where the experience differs from ours.</p> <p><b>Practical pedagogical relationships help young people to grow.</b></p> <p><b>As teachers, we are key role models who can influence the attitudes, values and behaviours of our pupils.</b></p> <p><b>Having demonstrated high expectations of pupils, we offer our professional judgement, and as a result of demonstrating a positive, consistent and school culture.</b></p> <p><b>End of placement reflection: What have you learned so far in this core area? (1-100 words)</b></p> | <p><b>Practice Statements</b><br/>           Represent features of your practice</p> <p><b>Our intention and curriculum knowledge</b><br/>           that provides challenge and excitement</p> <p><b>Create a positive environment where</b><br/>           young people are encouraged to learn and to be in the company of their peers</p> <p><b>Have, teach and maintain clear</b><br/>           professional expectations</p> <p><b>Apply rules, sanctions and rewards in line</b><br/>           with school policy</p> <p><b>Knowledge and practice your pupils expect</b></p> | <p><b>What actions do you plan to take</b><br/>           during the placement and how?</p> <p><b>Add to these following sections and</b><br/>           ongoing feedback from mentor</p> <p><b>What experience have you had in addressing this area?</b><br/>           Note the date, challenge addressed, progress achieved<br/>           Add responses to other documents where appropriate</p> <p><b>Intensity (September / October)</b></p> <p><b>Placement experience</b></p> <p><b>Plans, lessons, evaluations, observations, monitoring and practice with</b><br/>           expert colleagues, CPD</p> | <p><b>What experience have you had in addressing this area?</b><br/>           Note the date, challenge addressed, progress achieved<br/>           Add responses to other documents where appropriate</p> <p><b>Intensity (September / October)</b></p> <p><b>Placement experience</b></p> <p><b>Plans, lessons, evaluations, observations, monitoring and practice with</b><br/>           expert colleagues, CPD</p> |

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## The RoAD: The Progress Matrix

Trainees are required to **identify evidence (8-10 examples)** each week across the **Progress Matrix**, and summarise and reflect on their progression in the middle and at the end each placement.

**The Progress Matrix is used to:**

- ✓ Support your trainee in action planning
- ✓ Identify targets and areas for focus
- ✓ Inform your trainee's **Progress Report** (coming next!)

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## Task 5: The Progress Matrix

During a Weekly Mentor Meeting, you review your trainee's Progress Matrix with them. They have limited evidence of Assessment and you've seen minimal evidence of assessment in lesson observations.

- How might you approach this?
- What targets might you suggest?
- How might you align these with the Progress Matrix?
- How might you support your trainee in meeting the targets?
- What strategies might you encourage your trainee to use?
- Might you take any further action at this stage?

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## The RoAD: The Progress Report

**We ask you to:**

- ✓ Write your trainee's Progress Report the penultimate week of the placement
- ✓ Indicate whether your trainee is making the progress you would expect at this point and therefore **'on track'** towards meeting the Teachers' Standards by the end of the course
- ✓ Write a comment for each section using the **second person** and detailing your trainee's:
  - ✓ strengths
  - ✓ areas for development
  - ✓ next steps
- ✓ Ensure targets are SMART
  - Specific** – focus on a specific aspect of your trainee's practice rather than general goals
  - Measurable** – are quantifiable
  - Achievable** – are likely to be able to be met
  - Relevant** – are applicable to your trainee's needs and the available support
  - Timed** – are attainable within a given period
- ✓ There should be no surprises

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## The RoAD: The Progress Report

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## The Struggling Trainee

**Characterised by:**

- Poor teaching skills
- Poor organisation skills
- Lack of commitment
- Lack of professionalism
- Lack of responsibility/ownership
- Inability to reflect
- Inability or unwillingness to accept constructive criticism
- Inability or unwillingness to see there is a problem
- Tendency to attribute blame to other factors

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## The Struggling Trainee

**What to do:**

- ✓ Discuss your concerns with your trainee and make a record
- ✓ Reduce your trainee's teaching load
- ✓ Arrange for your trainee to undertake more observation of experienced colleagues
- ✓ Do some team teaching with your trainee
- ✓ Contact your trainee's University Tutor who will arrange one or more of the following:
  - ✓ Online meeting
  - ✓ Support visit
  - ✓ Widening Access and Participation Project (WAPP)
  - ✓ DASS support
  - ✓ Letter of concern
- ✓ Ask the Professional Mentor to do a lesson observation

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## Task 6: The Struggling Trainee

**Your trainee is having difficulty with pace and sequencing of lessons.**

- How might you approach this with them?
- How might you support them with this?
- What might you suggest they do?
- What might you do if they failed to respond?

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## Task 7: Mentoring and Diversity

Watch Andy Howes' [video](#) on mentoring and diversity (20 minutes).


- How might **you** respond in the scenarios presented?
- Might there be any further action to take?

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## Thank you!

We are very much looking forward to working with you in training the next generation of confident, committed and effective teachers of modern languages!



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