The University of Manchester

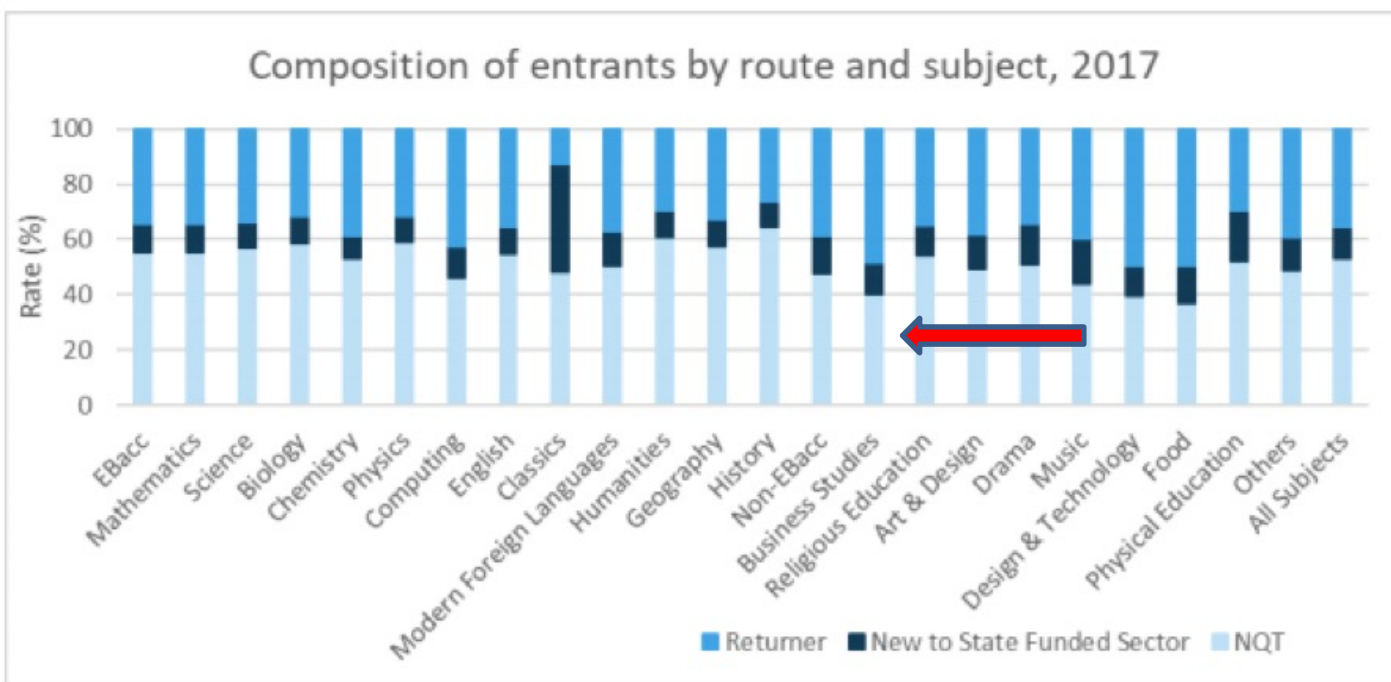# PGCE Economics & Business Education

Subject Mentor Training

Wednesday 20th September 2023

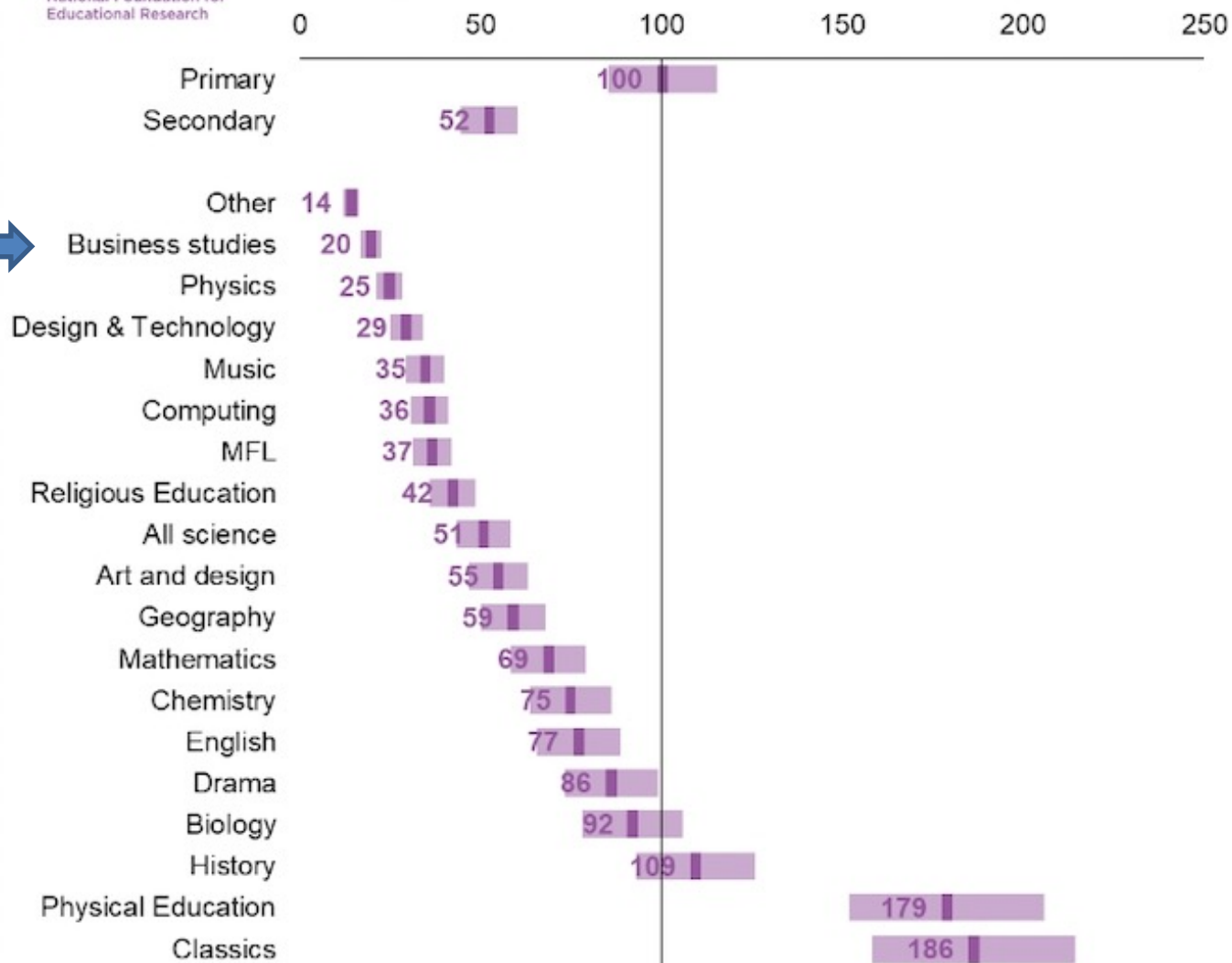**Bob Hindle**, Subject Leader;
robert.hindle@manchester.ac.uk

Business trainees nationally 2019-23

Subject	2019/20	2020/21	2021/22	2022/23	2023/24
Bus Ed	140	370	320	200	**160***
Economics	10	20	20	??	??

Figure 6.5

Composition of entrants by route and subject, 2017

■ Returner ■ New to State Funded Sector ■ NQT

NFER forecast of 2023/24 ITT Census recruitment vs target (%, based on applications up to Jun 2023)

Subject	Value
Primary	100
Secondary	52
Other	14
Business studies	20
Physics	25
Design & Technology	29
Music	35
Computing	36
MFL	37
Religious Education	42
All science	51
Art and design	55
Geography	59
Mathematics	69
Chemistry	75
English	77
Drama	86
Biology	92
History	109
Physical Education	179
Classics	186

https://twitter.com/JackWorthNFER

% of hours taught by non-specialist teachers

Subject	2017/18	2018/19	2019/20	2021/22	2022/23	5 year comparison
All design and technology	16.5	17.4	17.5	19.3	21.3	4.8
French	16.2	17.4	16.7	18.8	21	4.8
Engineering	75.4	78.3	79.7	80.3	79.9	4.5
Business / Economics	15.4	15.9	17.5	17.8	18.2	2.8
Physics	24.9	24.7	26.7	27.6	27.5	2.6
Other/Combined Technology	13.5	13.8	13.1	13.4	15.3	1.8
Religious Education	24.1	24.2	25.2	24.6	25.8	1.7
Music	3.6	3.6	3.8	4.4	5.3	1.7
German	19.2	19.9	19.2	19.4	20.5	1.3
Citizenship	78	77.4	78.1	79.9	78.9	0.9
Spanish	37.8	37.9	37	36.8	38.1	0.3
ICT	31.5	30.4	31.7	31.7	31.7	0.2
Biology	6.5	7	6.9	6.5	6.7	0.2
Mathematics	13.1	12.8	12.9	11.6	12.8	-0.3
Art and design	4	3.7	3.6	3.5	3.7	-0.3
Other Sciences	14.3	11.7	8.4	12.6	13.9	-0.4
Other Modern Languages	43.5	42.3	43.2	41.8	42.6	-0.9
Chemistry	18.1	18.4	17.3	16.6	16.8	-1.3
Drama	19.7	20.3	20.4	19.1	18.3	-1.4
Physical education	4.5	4.1	2.7	2.9	3.1	-1.4
Media Studies	60.9	61	60.3	58.2	59.3	-1.6
English	10.7	10.6	8.9	7.4	7.9	-2.8
Geography	14.3	13.1	11.4	9.9	11.4	-2.9
History	9.6	9.1	8.1	7.1	6.7	-2.9
Computing	54.4	52.7	49.6	46.9	45.9	-8.5

Source: Labour analysis of DfE workforce figures

SCHOOLS WEEK

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

PGCE Secondary

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
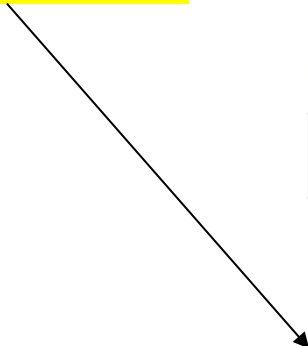
+ Mentor training videos and updates

+ RoAD and other trainee support documents

+ Professional Mentor Resources

Subject-level documents and information

— Economics and Business Education

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

- Subject mentor handbook
- Trainee subject handbook

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

Themes

- Role of a Subject Mentor & How to support trainees
- What to expect from our trainees in P1
- Dealing with concerns
- ITT Core Content Framework (CFF) and the Econ./Bus Ed curriculum summary
- Intensive Training and Practice (ITAP)
- Lesson observation documentation and exemplars
- Weekly mentor meetings – with actions to be implemented
- Progress report and exemplar
- Role of Cognitive Science – evidence across P1 in planning, teaching, learning and assessment.
- Early Career Teacher (ECT) framework
- ITT Mentors' Standards

Secondary Mentor Handbooks

The University of Manchester
Manchester Institute of Education

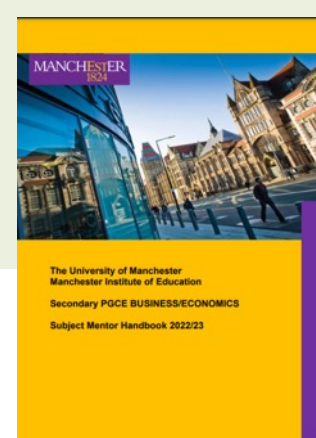Secondary PGCE BUSINESS/ECONOMICS

Subject Mentor Handbook 2023/24

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

Secondary Mentor Handbook contents

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 1-6)	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)
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 Questions- term 1

- Why do we teach Business/Economics?
- What is distinctive about Business/Economics, as a subject?
- Who decides what we teach in Business/Economics?
- What is knowledge in Business/Economics? How can this be effectively retrieved?
- What is heartwork and how can this contribute to the development of student aspiration and high expectations?
- What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced?

- How can Business/Economics lessons be effectively structured and planned?
- What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics?
- How do we plan for high expectations in Business/Economics?
- How do we plan, monitor and assess progress in Business/Economics learning? (part 1).
- How do we adapt teaching in relation to pupils' needs? (part 1)
- How do we adapt teaching for student backgrounds?
- How do we develop effective teaching resources in Business/Economics?

File   Edit   View   Insert   Format   Data   Tools   Extensions   Help

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A1

	A	B	C	D	E	F
1						
2						
3						
4						
5	TERM 1: SEPTEMBER- DECEMBER 2023					
6	Date	UoM Core Area	UoM Core Area (2)	Session Title	Key Questions	Session Content
7	September 2023	Subject and curriculum knowledge	Professional behaviours	The place of Business and Economics in schools and colleges	Why do we teach Business/Economics? What is distinctive about Business/Economics, as a subject? Who decides what we teach in Business/Economics? What does the future hold for Business/Economics education?	*The place of Business/Economics in school *The range of Business/Economics courses at *Entry trends at KS4 and KS5 *EBacc, A8 and P8 *Teacher as role model and champion
8		Subject and curriculum knowledge	Planning and Teaching	A level Business Subject Knowledge days (2) (ITAP)	What is knowledge in Business/Economics?	*Critical path analysis *Break Even *Investment appraisal *Cash and profit *Leadership and Strategy
9		Subject and curriculum knowledge	Planning and Teaching	A level Economics Subject Knowledge update (ITAP)	What is knowledge in Business/Economics?	*Market failure *Supply, demand and elasticities *Macro objectives and policy

Sept-Dec 2023 ▾   Jan- March 2024 ▾   April- June 2024 ▾

Curriculum doc:
https://docs.google.com/spreadsheets/d/1Lzkj0PFOsfh2C4FBQxRbn3aQ1Roshmw5BSzOMpTBN60/edit?usp=sharing

PGCE Calendar

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

School Diary reminder for Yellow University based days in P1.

Placement 1 starts on **Monday 2nd October 2023.**

P1 finishes on **Wed. 13th December.**

P2's contrasting placement starts on: **15th January 2024**, finishing on **15th March**.

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

P3 starts on **Mon. 8th April 2024**, **concluding** on **Fri. 24th May 2024**.

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.

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 ways in which trainees **'learn that'** and **'learn how to'** (See next slide)

The ITT Core Content Framework (CCF)

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

Learn that…	Learn how to…
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.	**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.*
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.	**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.*
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.	• *Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.*
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.	• *Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.*
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.	• *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).*
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.	**And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Starting expositions at the point of current pupil understanding.*

ITAP (Intensive Training & Practice)

- Starts from 24/25 (pilot from 23/24). 20 days in total
- Focus on "specific pivotal areas", "specific to subject and phase"
- critical analysis of observed teaching, including teaching materials used
- preparation and practice delivery of the identified aspects
- Providers should select 3 to 5 focus areas which are considered foundational

Which activities might be included as part of intensive practice?

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
Learning about the theory of teaching and learning.	Using representations to analyse expert teaching.	Using approximations to practice and get feedback.	Receiving support to apply learning in the classroom.	Tracking trainees' growing knowledge and skills.
e.g. Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Assigned readings	Classroom artefacts	Role plays	Co-planning	Quizzes
Interviews	Expert modelling	Digital approximations	Lesson study	Portfolios

Framework informed by: Grossman, P. (2018) (ed.). Teaching Core Practices in Teacher Education. & TeachingWorks (2022). Teacher Education Pedagogies. University of Michigan. [URL]

ITAP and the ITAP log

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Secondary PGCE Business Education/Economics and Business Education
Intensive Training and Practice (ITAP) Log for U1-P1 (16 days)

Aims and Rationale
The intensive training and practice element is designed to give trainees feedback on foundational aspects of the curriculum where close attention to and control of content, critical analysis, application and feedback are required. It provides an opportunity to intensify the focus on specific, pivotal areas. Intensive training and practice should also build powerfully the link between evidence-based theory and practice. More information about the requirements for ITAP days can be found at Initial teacher training (ITT) provider guidance on Stage 2.

The five elements (introduce, analyse, prepare, enact and ITAP+) of the University of Manchester ITAP programme are adapted from: Marshall, L., Vidolova, D., Channa, A., Malik, S. and Mackin, A (2023). Intensive Training and Practice Pilot: Evaluation report. National Institute of Teaching. All elements are undertaken together with peers and guided by an expert colleague at the university or in school/college. ITAP+ is the development of skills during experiential placements.

Intensive Training and Practice (ITAP)				
Introduce	**Analyse**	**Prepare**	**Enact**	**ITAP+**
Learning about the theory of teaching and learning.	*Using representations to analyse expert teaching.*	*Using approximations of practice and receiving feedback.*	*Receiving support to apply learning in the classroom.*	*Tracking trainees' growing knowledge and skills.*
Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Readings	Classroom artefacts	Role plays	Small group teaching	Lesson reflections*
Podcasts	Lesson transcripts	Case studies	Co-planning	Progress matrix*
Videos	Expert modelling	Approximations of practice*	Lesson study	Deliberate practice*

The ITAP log is adapted from Kolb's Experiential Learning Cycle (1984). Kolb's model of reflection allows the learner to develop understanding through actual experiences. The four stages are Concrete experience, Reflective observation, Abstract conceptualisation and Active experimentation. (Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, N.J: Prentice-Hall).

Our five ITAP themes reflect areas within our UoM curriculum as well as the CCF and the ECF:

- Core Area 1: Teacher Expectations (Behaviour for Learning)
- Core Area 2: Subject and curriculum knowledge
- Core Area 3: Planning and Teaching (How pupils learn)
- Core Area 3: Planning and Teaching (Adaptive teaching)
- Core Area 4: Assessment

Active Experimentation (trying out what you have learnt)

Concrete Experience (actually having an experience)

Abstract

Reflective
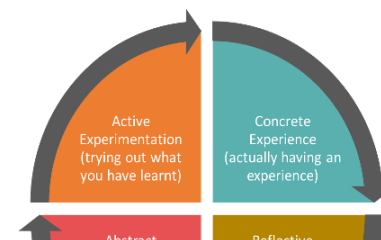
ITAP+

- Where trainees put their learning from ITAP days into practice
- **Learn and use key subject knowledge** for business teaching at GCSE and A level.
- Learn how to **plan and teach effective** Business/Economics lessons at Key Stages 4 and 5
- Learn how to **maintain high expectations of behaviour and engagement** for all pupils and to support and **develop their aspirations at age 18**.
- Learn how to **effectively support pupils**
- Learn how to use **assessment for learning strategies** to check pupils knowledge and understanding.

Mentor Responsibilities (see separate document)

PGCE ECONOMICS & BUSINESS EDUCATION: SUBJECT MENTOR TRAINING

Main responsibilities of Subject Mentors

1. Induction of trainee into the department and the school/college
2. Timetabling
3. Lesson observation and feedback
4. Weekly timetabled mentor meetings
5. Writing Progress Reports (end of placement)
6. Target setting & Action Planning
7. Assessment of trainees
8. ITT Standard for Mentors

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

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

2. Timetabling

A trainee's timetable should be approximately **8-10 hours in Term 1**, **10-12 hours in Term 2** and **12-14 hours in Term 3**. Timetables should be balanced for levels of ability and topics taught. Term 1 should focus on Key Stage 3 and possibly Key Stage 4. Term 2 and/or Term 3 should include some 16+ classes, where appropriate.

Teachers' Standards

Department for Education

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school

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 2023/24

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)

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

Homework:

Learning Resources Required:

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.

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2. Observation

- One 'formal' lesson observation per week, Prompts link to the UoM Secondary PGCE curriculum

- 3 strengths, up to 3 targets, one of each subject-specific.

- Review the trainee's Progress matrix in 'full week 3', and in the penultimate week – formatively.

- Moderation by tutor – now moderating the level reached by the trainee, not the specific lesson

Mentor observation form (draft)

Trainee:		Date:
School/College:		Number in group:
Mentor/Teacher/Tutor:		Year group/attainment:
Lesson Topic:		Focus of observation:

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

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

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

- maintain and practice consistently high expectations
- use modelling to make abstract ideas more concrete
- utilise images and artefacts as well as verbal representations
- utilise stories, mnemonics etc.
- model thought processes in solving example problems
- increase and decrease scaffolding to facilitate development
- metacognition (pupils planning, monitoring, evaluating their own work)
- develop questioning including wait time
- extend classroom talk
- extend and challenge pupils through questioning, seeking justification etc.

Subject and curriculum knowledge
Subject specific prompts:

You established a connection with prior knowledge through the initial questioning using mini white boards. Try asking more, simpler questions at this point.

Good to see you using the rope model for electric current. An important way to use any model is to ask more questions about the correspondence between the model and the phenomenon of current in a circuit – eg. 'what is the rope in this model? Why did I ask the 'bulb' to hold the rope a bit more tightly?'

There was very little chance to practice the new ideas in the lesson, because the main task was all about calculations. We discussed the value of more imaginative tasks for pupils at this point (developing their own model for energy carried by the current, for example).

Planning and teaching
How does planning support the lesson? How does the trainee relate to the class? What do you notice about the class and individuals' responses in terms of knowledge, skills and understanding, observed through eg. discussion with pupils, pupils' actions, pupils' responses (verbal, written)? Subject specific prompts:

Documentation: Lesson Observation Reports

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Lesson Observation Report

Trainee: Harry Kane	Date: 11th 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*

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

Setting targets

- Base targets on what trainees have learned from the UoM curriculum
- At least one target should be subject specific, for example around misconceptions and knowledge
- Specific to the class and your setting
- *More focused, contextual consideration of the content being taught*

Weekly Mentor Meetings

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 *Relevant features of your practice*	What actions do you plan to take during this placement and how? *Add to these following reflection and ongoing feedback from mentors*	What experience have you had in addressing this area? *Note the date, challenges addressed, progress achieved. Add hyperlinks to other documents where appropriate.*
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. Positive pedagogical relationships help young people to grow. As teachers, we are key role models who can influence the attitudes, values and behaviours of our pupils. Having appropriately high expectations of pupils requires skill, effort and professional judgement, and is part of developing a positive classroom and school culture.	*Use intentional and consistent language that promotes challenge and aspiration.* *Create a positive environment where making mistakes and learning from them and the need for effort is expected and accepted by everyone.* *Seek opportunities to engage with parents and carers in the education of their children (e.g., proactively highlighting successes).* *Have, teach and maintain clear behavioural expectations.* *Build pedagogical relationships based on mutual trust and respect.* *Apply rules, sanctions and rewards in line with school policy.* *Acknowledge and praise your pupils' effort.*	I will observe how teachers build positive working relationships with all pupils, and keep things positive from lesson to lesson. Be a good role model for pupils in terms of being positive - showing enthusiasm and interest towards the topic whatever I'm teaching. I want to develop a positive classroom environment where pupils can make mistakes and learn from them.	**University 1 (September / October)** 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. Tutorial discussions: 15/09/22 Key point coming out of discussion was how to communicate enthusiasm for topics which aren't obviously inspiring. Curriculum tools: cultural literacy padlet. ISPs. 26/09/22 I contributed to the Padlet with a reference to podcast by George the Poet. **Placement experience** *Plans, lessons, evaluations, observations, modelling and practice with expert colleagues, CPD...* 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. 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. 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

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.

Progress Report – End of Placement

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:		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

Professional behaviours - including wider professional responsibilities	Y	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. 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.
Professionalism - maintain high standards of ethics and behaviour	Y	*Your trainee will be on track in terms of professionalism unless they have been unprofessional: i.e., they have failed to uphold public trust in the profession, acted outside the law, or failed to demonstrate proper regard for the ethos and expectations of the school/college.*

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

1. 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

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

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

Emphasis on Trainees' Professionalism – no longer students

- What is professionalism?
- How can teachers illustrate professional practice?

ITT CCF & Teachers' Standards

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

Learn that…	Learn how to…
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.	**Develop as a professional, by:** • *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.* • *Receiving clear, consistent and effective mentoring on the duties relating to Part 2 of the Teachers' Standards.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Strengthening pedagogical and subject knowledge by participating in wider networks.* • *Learning to extend subject and pedagogic knowledge as part of the lesson preparation process.* • *Seeking challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment.* • *Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement.* • *Engaging critically with research and using evidence to critique practice.* **Build effective working relationships, by:** • *Discussing and analysing with expert colleagues how experienced colleagues seek ways to support individual colleagues and working as part of a team.*

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

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!

National Standards for School ITT Mentors

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

July 2016

Standard 1: Personal qualities. Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

Standard 2: Teaching. Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs

Standard 3: Professionalism. Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

Standard 4: Self-development and working in partnership. Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

National Standards for ITT Mentors

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

July 2016

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; challenge
- P1: ideally 8-10 hours, 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 really helpful at an early stage.
  - Informal formative verbal feedback where possible.
  - Weekly meeting – reflection and targets – focus linked to Partnership curriculum
  - Joint tutor observation - a moderating visit, observe and feedback together
  - Progress matrix – completed by trainee
  - Progress report – brief - informed by Progress matrix, discussed with trainee. On track? Targets are key.

Finally…

- Thank you for attending today and 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.