

**Secondary PGCE - Generic**

 **October Bulletin for Subject Mentors**

Thank you for taking a trainee in your department. Hopefully they will settle soon and prove to be a good addition to your department. You should already have their CV.

If you have any concerns or worries about your trainee, please let us know as soon as possible. We would rather be alerted for something unimportant than letting things escalate.

**Placement arrangements**

We would like to confirm arrangements for teaching in Placement 1 for core PGCE trainees, a pattern which is largely followed by School Direct partners.

Teaching load: PGCE Secondary trainees from the University of Manchester should be teaching 8-10 hours in Placement 1. In addition, trainees should schedule a period in which they will assume the role of a **teaching assistant**. This period should focus on an individual student or on a group of students with SEN, EAL or a disability. Trainees should also be observing lessons throughout the course (not too many since planning will take them a long time). Some of these should be in other subject areas and could usefully include lessons with other trainees.

In the initial weeks of the placement, a trainee's timetable will increase gradually in most cases, but should reach the full load by mid November.

**11 – 16 and 11 – 18 routes**

Trainees need at least 5 hours of evidence of planning teaching and assessment with older learners to qualify as 11 to 18 teachers. If you have a sixth form, we would be very grateful if you could allow trainees to teach some classes if not for this placement for the last one. We fully understand that you are very protective of your exam classes, and I am very open to any creative ideas you might have. For example, they could do some intervention sessions. Alternatively, they could plan the lessons and team teach them with the class teacher. Please let us know if you have any suggestions or ideas.

**Mentor training**

Thank you for these of you who attended the mentor training. If you were unable to attend, you will find a recording of the general and subject specific training on the [Mentor Resource Site](https://www.seed.manchester.ac.uk/education/study/pgce/secondary/mentor-resources/). You will also be able to find the mathematics mentor handbook there.

**Tutor visits**

The tutors will begin arranging their visits soon and these will start after October half term for most trainees. It is very important for the University Tutors to have time to discuss your trainee’s progress with you during the school visit. Sometimes this is possible for a Subject Mentor to be covered for part of the following lesson, by a colleague. This is very much appreciated. However, if this is not possible, please let us know and we will look for an alternative. If you feel there are urgent issues about your trainee that you need to discuss with us, please let us know and we will prioritise the visit.

**Lesson planning**

Trainees have been reminded in university several times that they are supposed to hand you lesson plans 48 hours in advance of the lesson, we would be grateful if you could check their plans. They have also been told that if they repeatedly miss the deadline, you might not let them tech the lesson. This is so our trainees can learn from your feedback but also to protect your classes; by checking the lesson plan class teachers can make sure the materials are appropriate for their classes and will not hinder learners’ progress.

**Support from the WAPP team**

At Manchester we recognise that all our trainees have individual needs, depending on their prior experiences of education, and that some may require different levels of support as they work towards becoming an effective, successful teacher. That's why we provide additional support for various targeted Widening Participation groups. The WAPP is aimed at supporting trainees, through one-to-one coaching from professional educational coaches affiliated with the PGCE programme, to help them engage effectively with their teaching practices and ultimately become successful in a teacher career.

The focus of the individual coaching sessions is tailored to meet trainees needs. These sessions are not part of the lesson observation schedules carried out by University Tutors and School Mentors, rather they are opportunities to talk to a coach and collaboratively work out appropriate strategies for moving forward successfully. If you feel that your trainee would benefit from additional tailored coaching, then do not hesitate to contact the university tutor.

Furthermore, Trainees can access support from the university student services ( ssc@manchester.ac.uk\_Tel: 0161 275 5000) or counselling services (counsel.service@manchester.ac.uk  Tel: 0161 275 2864 -52864 from an internal phone).

**University days during the first term**

Trainees will be in University of Friday 20th of October, 17th of November and 1st of December . The placement will finish on Wednesday 13th of December. By the 15th of December Trainees will upload the progress report on Blackboard. You will find a blank copy and some sample progress reports on the [Mentor resource site](https://www.seed.manchester.ac.uk/education/study/pgce/secondary/mentor-resources/). Please let the University Tutor know if you have any questions.

**The RoAD**

Trainees are responsible for keeping their RoAD in order and are required to share their documentation with their tutor via a Google drive. They will continue working on the progress matrix and fill the mid placement review there. University Tutors will check their work, but it would be helpful if you could have a discussion about it with your trainee and ask them to share the link with you. Trainees should also have a mid-placement review with the Professional Mentor after half term. All the documentation, including electronic copies of the documents included in the RoAD are available electronical form the course site. Your Professional mentor should have passed you details of the site but here they are just in case: [Mentor Resource Site](https://www.seed.manchester.ac.uk/education/study/pgce/secondary/mentor-resources/)

Should you have any problems finding any of the documents please let us know and we will be more than happy to assist.

**The UoM curriculum**

During the last 4 weeks trainees began to develop their teaching philosophy and professional identity. They started to think about planning, teaching and assessment through the ITAP days in school. They have reflected on their progress using the ITAP log and Progress matrix and set themselves targets and mapped them against the Core Content Framework and the UoM PGCE Subject curriculum.

The table below highlight themes addressed in the first 4 weeks of the course at university

**ITAP days**

Starting from the 2024/25 academic year, all initial teacher training (ITT) programmes in England must include an Intensive Training and Practice (ITAP) component. This is being piloted this academic year.

Intensive Training and Practice (ITAP) is designed to increase coherence between theory and practice and allow trainees to reflect on how research can inform practice. ITAP is part of the university component of the course and does not have to take place in a school and must be additional to, the placement itself.

During ITAP, trainees are expected to observe and reflect upon expert practice. The design of the experience should support them to understand and reflect on what it is that makes such practice effective and to reflect on how it could be embedded in their own practice. They will have the opportunity to apply what they have learned through, for example, rehearsal and/or live practice, receiving constructive feedback from expert colleagues.

The UoM five ITAP day themes reflect areas within our curriculum (and the CCF).

* Behaviour for learning (core area 1.2)
* Subject and curriculum knowledge (core area 2)
* How pupils learn (core area 3.2)
* Adaptive teaching (core area 3.3)
* Assessment (core area 4)

