

# Department of Education

**Minutes of PGCE English Mentors’ Virtual Meeting**

**Thursday 11th March 2021**

**Present:** Catherine Shawyer, CA Lead for English; Nicola Towle, Associate Tutor;Jill Lavender, Fulford School and Associate TutorJack Bream Huntington School Holly Winter and Megan Slattery, Garforth Academy; Rachel Sweeney, Sherburn High School; Naomi Welsh and Georgie Collins, All Saints School; Abbie Johnson, Scalby School; Phil Bond, Fulford School; Meg Holmes and Dan Clements, Archbishop Holgate’s School; Sarah McLoughlin, Pocklington;

**Apologies:** Abi Foster, Outwood Hemsworth

1. **Welcome and apologies**

CS welcomed everyone to the meeting.

1. **Review of a Covid-Forged Placement 1 & Implications for Placement 2**

[See PowerPoint slide 3.](https://docs.google.com/presentation/d/1tlYLfEjNn-z4bUYUBvteJsnfILgX8S7UwkgtO59QBNE/edit#slide=id.p1) CS went through the huge variety of experience/inexperience that trainees have had in P1. It is suggested that mentors find out early on from his/her new trainee(s) what their individual experience of Placement 1 has been (Slide 3 may be useful to scaffold an early conversation as part of induction) and what they will need. Gathering information from recent progress visits, trainees are generally most worried about classroom and behaviour management for Placement 2 as this is where they perceive themselves to be most inexperienced. There are also concerns from mentors that as trainees make the transition from entirely online teaching to face to face teaching they will need to focus in Placement 2 on such things as behaviour and classroom management; the physical intensity of being in school; organisation issues now hard copies of resources have to be taken to lessons, etc; access to reprographics due to distancing guidelines; use of voice/classroom presence. Using concrete ideas from the Core Content Framework may help – see Item 5. It may be helpful to talk trainees about their ITT experience so far being a “different rather than deficit” year of training.

1. **Brief overview of Placement 2**

* Key Dates & Teaching Expectations – see [PowerPoint slides 4 & 5](https://docs.google.com/presentation/d/1tlYLfEjNn-z4bUYUBvteJsnfILgX8S7UwkgtO59QBNE/edit#slide=id.p1). P2 is 7 weeks long. CS reminded colleagues of the need to use the UoY observation form as these have been specifically designed to help evidence consistent progress against the Teachers’ Standards. The trainee should supply forms to host teachers. Observation forms need to be fully completed, including the “so what” column as this helps highlight the impact of trainees’ specific actions in lessons which support or detract from pupil progress. Assignment 2 results will be available to trainees on 29th March, so please can mentors be aware that their trainee(s) may be delighted/downhearted about the result.
* Weekly Mentor Meetings – These should include some taught element (see Item 5) and not be solely about administrative tasks. Targets should be around development and not simply a ‘to do’ list. Trainees should complete the weekly record and the mentor should sign them off each week provided they are happy that the document provides a reasonable record of the discussion.
* Assignment 3 CS briefly outlined the expectations around assignment 3. ([See Google Doc of Assignment 3 briefs](https://docs.google.com/document/d/1gLpstXuJjsvm0yy2jBoEbfkuZsHxbamTZAWqZRcLyes/edit) for more detail) and asked mentors to help trainees pick an area of focus and/or to talk with them on an ongoing basis about their Assignment 3 work.
* Professional Enrichment Because the primary placement could not happen at the start of the course in September 2020, PE will consist of 1 week in a primary school and one week of CPD in an educational setting. Please could mentors be prepared to talk to trainees about wise PE choices, linking to perceived gaps in their early professional development.
* Transition to NQT Document. CS asked mentors to be aware of this document as trainees may ask for their guidance as they complete a draft towards the end of Placement 2.

1. **Critical CPD Updates for Mentors: The ITT Core Content Framework & new Ofsted Inspection Framework for ITT**

Please see [PowerPoint.](https://docs.google.com/presentation/d/1tlYLfEjNn-z4bUYUBvteJsnfILgX8S7UwkgtO59QBNE/edit#slide=id.p1) CS briefly went through the structure of the [CCF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919166/ITT_core_content_framework_.pdf) and the implications, particularly for mentors, for the new [ITE Ofsted framework](https://www.gov.uk/government/publications/initial-teacher-education-ite-inspection-framework-and-handbook).

Unfortunately Cpovid-19 has meant planned Partnership working on implementing this has been severely disrupted and limited so far, however substantial work on the University taught side of things has been underway with auditing of the existing curriculum carried out against the new requirements of the CCF (Particularly the “Learn that” statements) and the planning and delivery of new English sessions in the Autumn Term where gaps were identified. See separate [Google Doc](https://docs.google.com/document/d/1wLPuLQo3OrDU9dxmQhR1ySQyNu96w74YgGX6R8dfaxQ/edit) for more detail of new English taught sessions etc.

1. **Curriculum Planning for Placement 2 – CCF Sections 1 & 7**

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Mentors were asked to focus on sections 1 and 7 of the CCF on behaviour management ([see GoogleDoc](https://docs.google.com/document/d/15yoKjHaGo9TYXEtFB8LM45wl3SKLokEKPkpr5ZKmAPQ/edit)), given that this is an area most trainees are most concerned about this year, and begin to use the ‘Learn How’ professional practice statements as a starting point to plan the taught element of their 7 mentor meetings for Placement 2. Initial ideas were shared, with the following statements from those two sections of the CCF e seemingly of particular value given trainees’ experiences this year so far:

**Ideas for one session on classroom management:**

* Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).
* Using consistent language and non-verbal signals for common classroom directions.
* Using early and least-intrusive interventions as an initial response to low level disruption.

N.B. The CCF and the ITE Inspection Framework both emphasise the importance of subject specific training so while classroom and behaviour management does have generic elements, it would also be valuable to include a specific focus on classroom and behaviour management issues which seem to occur particularly in English lessons, e.g.

* Effectively managing small group talk;
* Managing silent writing tasks effectively;
* What to do about students who refuse to read aloud in class
* Appropriate behaviour in a role-play exercise etc.

**Ideas for one session on working effectively with parents to support pupils’ progress:**

* Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.
* Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils’ individual circumstances and how they can be supported to meet high academic and behavioural expectations.
* Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.

This document, as well as being a compulsory part of ITT training, is a useful resource for mentors in school as it actually provides concrete ideas which mentors can use to plan their trainees’ placement experience overall and in particular their weekly mentor training sessions .

1. **AOB**

CS reminded colleagues of [the mentors’ support area](https://www.york.ac.uk/education/pgce/mentors/) on the University’ website which has been recently greatly expanded generally and [specifically for English](https://www.york.ac.uk/education/pgce/mentors/mentor-pack/english/) with ideas for targets, examples of completed documentation, recordings of training sessions etc. Additionally, there are weekly Zoom drop-in for mentors as follows:

* Each Wednesday 12:30-1:30pm on this Zoomlink: <https://york-ac-uk.zoom.us/j/93477112129>
* Each Friday 3.30-4.30pm on this Zoomlink: <https://york-ac-uk.zoom.us/j/95439320314>

These drop in session are intended to provide speedy, individual and ongoing support and keep lines of communication open across our Partnership.

CS thanked mentors for all their hard work and asked them to take thanks back into schools to colleagues.

CS, JL and NT remained on the call to answer any individual questions.

Minutes: NT 12th March 2021

[Link to Agenda](https://docs.google.com/document/d/1M5WXW-JpuDHoWU5WDLLHvWMVH8DMDX3Vuddocw-8K5M/edit)