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# PGCE International Partnership & Mentoring Handbook 2021-22

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## Welcome

Welcome to the Warwick Teacher Education Partnership with Schools. The Centre for Teacher Education (CTE) exists to provide high quality teacher education and professional development. Bespoke provision that is co-constructed and co-delivered with our school partners is a unique aspect of our work and underpins the University of Warwick's commitment to learner-centred delivery. Through our strong and effective partnerships with a wide range of schools, we are providing a valuable contribution to teacher supply, school improvement in our local and international communities, together with an outstanding national and international reputation for academic and professional excellence. "The University of Warwick is in the top 50 Universities globally and is ranked 8<sup>th</sup> overall best University in *The Complete University Guide* and 9<sup>th</sup> in *The Times & Sunday Times Good University Guide 2017* league table. Our vision is to become globally recognised in the field of teacher education and professional development through our commitment to excellence in all that we do.

Our latest UK Ofsted inspection rated our Initial Teacher Training as Outstanding; a judgement of which we are incredibly proud:

A significant cultural shift has taken place at the University and, as a result, schools feel empowered by their involvement. The partnership makes a significant contribution to teacher supply and to the school and college improvement agenda in the local area. The partnership is instrumental in leading practice to improve the quality of education in local schools. The vision of University leaders for excellence in all that the partnership does, and to put school improvement and its impact on students' achievement at the heart of teacher training, is clearly being realized (Ofsted, 2016).

We view our ITE programme as the beginning of a professional development journey. As trainees develop as teachers we work with them and you, our partner schools, to ensure 100% of trainees gain employment in schools. Warwick's commitment to our trainees is a bespoke programme of professional development activity to ensure we develop our teachers and grow our alumni community. In partnership with schools we have co-designed our Master's in Professional Education to ensure the content aligns with an individual school's development plan. Master's students can focus their dissertation on a key aspect of their school improvement agenda to ensure their work has real value and impact in their individual school context. Building a sustainable workforce is critical to ensure Warwick continues to contribute to the supply of teachers, middle and senior leaders in our partner schools.

*Kate Ireland*

Director of the Centre for Teacher Education, University of Warwick

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## The Warwick and International Schools Partnership

We look forward to working closely with all our partner schools across the world next year.

The local Secondary and Primary Programme is still graded as 'Outstanding' by Ofsted, and we continually look for ways to innovate and expand our unique offer. We would not be able to achieve or maintain this incredible accolade without a continued commitment to excellence and partnership. As ever, we continue to focus on providing the highest quality of provision at all levels, to ensure trainees are developed to be able to make a significant contribution to the schools in which they are training, and, crucially, the pupils in their care.

As ever, we continue and extend the range of opportunities for school staff to engage, participate and deliver aspects of our Secondary provision, including:

- CTE Steering Committee representation.
- Opportunities for experienced mentors to 'buddy' with new mentors coming into the Warwick partnership for the first time.
- UK Research in Action Conference: share your action research projects with trainees, outlining ways in with engagement with PG-level reading and research has informed your department and school practice.
- Careers' Day: (for senior leaders and head teachers) conduct a series of one-to-one mock interviews with members of the cohort, or even offer advice and guidance on how to draft that winning application.
- Appointment of Honorary Teaching Fellows for Mentors who, for a sustained period, have contributed to excellent quality ITE through the Warwick and Schools Partnership.
- PGCE international Virtual Conference – opportunity to contribute to delivery and learn best practice in mentoring and ITE activity scheduled for 25<sup>th</sup> February 2021.

There are many other ways in which you can contribute, and please do get in touch if you would like to share your thoughts on how we could develop further.

Many thanks and best wishes,

*Mr Nicholas McKie*

PGCE international Programme Lead

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## Partnership

Our successful and highly-regarded partnership currently comprises more than eighty secondary schools across twelve local authorities in the UK as well as increasing international representation.

There is the opportunity to discuss proposed changes to the programme and evaluate current provision. Strategic discussions about the direction of the partnership are undertaken by the ITT Steering Committee, comprising primary and secondary course leaders, alliance leads and other key stakeholders. Information regarding any of these events are circulated through the Partnership Bulletins, issued once a fortnight. All documentation is available on the Partners Intranet with the password (if prompted) PARTNERCTE.

<https://warwick.ac.uk/cte/pintra/home/essentialdocuments/partnerspgcei>

### Roles and Responsibilities

For 2021-22, the roles and responsibilities within PGCE international programme are as follows:

Director of the Centre for Teacher Education	Kate Ireland	<a href="mailto:K.M.Ireland@warwick.ac.uk">K.M.Ireland@warwick.ac.uk</a>
PGCE international Programme Lead	Nicholas McKie	<a href="mailto:N.Mckie@warwick.ac.uk">N.Mckie@warwick.ac.uk</a>
Primary Phase Studies Lead	Kirsty Weeks	<a href="mailto:K.J.Weeks@warwick.ac.uk">K.J.Weeks@warwick.ac.uk</a>
Primary Phase Studies Lead	Mark Harris	<a href="mailto:M.O.Harris@warwick.ac.uk">M.O.Harris@warwick.ac.uk</a>
Senior Academic Technologist	Abigail Ball	<a href="mailto:A.Ball.1@warwick.ac.uk">A.Ball.1@warwick.ac.uk</a>
Admissions Lead	Gabrielle Bennett	<a href="mailto:G.Bennett.1@warwick.ac.uk">G.Bennett.1@warwick.ac.uk</a>
General Queries and Support	Student Services Team	<a href="mailto:ctecurrentstudents@warwick.ac.uk">ctecurrentstudents@warwick.ac.uk</a>

One of the strengths of our programme is the involvement of school partners in the co-construction and co-delivery of high-quality teacher training. If you wish to contribute to any of the opportunities outlined above, please contact Nicholas McKie ([N.Mckie@warwick.ac.uk](mailto:N.Mckie@warwick.ac.uk)). Further details will be circulated in the Partnership Bulletins.

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## Mentoring in the Warwick and Schools Partnership

Mentors are a valued and important part of the ITE experience of all trainees at Warwick and provide support from schools alongside the University Teaching Fellow (TF).

Each school provides a Professional Mentor (PM) to support with professional matters and provide guidance on subject-specific issues. Further information on this role is provided below.

### Professional Mentors

Professional Mentors play a leading role in working with trainees on the teaching of their specialist subject, providing information on school policy and pedagogical practice, and providing feedback to trainees based on classroom observations. They liaise with University Teaching Fellows and Warwick Link Tutors about trainee progress. They also provide an avenue through which University provision is related to the specific circumstances of the School. Professional mentors will play a key role in learning conversations and take the leading role in assessing trainees' competence as classroom teachers, using the UK Teachers' Standards and the Warwick Assessment Descriptors.

The role of the Professional Mentor is to:

- Be aware of what constitutes good and outstanding teaching and learning and be able to communicate this to trainees (see Warwick Assessment Descriptors).
- Be aware of what constitutes excellent mentoring practice, attend online Professional Mentor training once per year and have an opportunity to contribute to the course design, content and approach.
- Be familiar with the UK Teachers' Standards at the level appropriate for trainee teachers and use them in the assessment of the trainee and completion of the appropriate assessment documents.
- Arrange trainees' induction into the department including a training programme and access to appropriate departmental resources, including ICT and buildings access.
- Assess trainees' needs through use of their CV, subject knowledge audit and the Professional Digital Portfolio, in consultation with the trainee and with the University Teaching Fellow.
- Arrange trainees' teaching timetables ensuring that an appropriate range of opportunities, including Post-16, SEN, ICT, PSHE etc. where possible.
- Conduct a joint observation of the trainee during the Warwick Link Tutor's visit to contribute to trainee development and ensure consistency.
- Organise other training and development opportunities for the trainees.
- Brief other members of the department who will share responsibility for training and request that they engage in formal and informal observations of classroom practice.
- Conduct meetings of approximately one hour in length four times a year around the four Assessment Points (AP) where progress is discussed against the UK Standards and Specific, Measurable, Achievable, Realistic and Time-related targets are set.

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- Arrange ten formal lesson observations of trainees' teaching, by the Professional Mentor or an appropriately briefed classroom teacher; this should include a full lesson observation with written and oral feedback.
- Arrange a weekly one-hour meeting with the trainee to guide progress (best practice).
- Monitor and assist with the development of planning, documentation and record keeping, including joint planning, sharing schemes of work and lesson plans, helping the trainee to adapt lesson plans and resources to ensure that the needs of pupils are met and learning intentions achieved.
- Model good practice, both in the classroom and in critical reflection.
- Ensure trainees understand the school's marking and assessment policy, including how to ensure that marking is 'manageable, meaningful and motivating'
- Maintain a training record containing all documentation related to the trainees' progress i.e. observation forms, logs of weekly meetings etc.
- Quality assure the observation/feedback process for any other classroom teachers involved in the weekly formal observation process.
- Offer trainees the opportunity to experience reflection in practice from class teacher or Professional Mentor perspective.
- Work with each trainee in a constructive, sensitive way, with the aim of developing his/her professional competence and confidence in reflective practice.
- Manage and monitor the assessment of trainees and ensure that the relevant assessment profiles and Assessment Point (AP) forms are completed appropriately and on time.

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## Induction checklists

The Professional Mentor's role in induction:

### Whole School

- Provide trainees with welcome information about the school
- Provide trainees with information about the school, the local community, the pupils and about Standards achieved in school (this might include information in the school brochure)
- Introduce trainees to the Headteacher and other staff
- Arrange a tour of the school
- Provide access for the trainee to essential documents and equipment (keys, usernames and passwords, access to shared drive/intranet etc)
- Introduce trainees to the routines of the school
- Inform trainees of the school's safeguarding procedures
- Inform trainees about the school's behaviour policy - rules, rewards and sanctions
- Outline trainees' roles in relation to assessment procedures, report writing, staff and parents' meetings and extra-curricular activities
- Ensure that trainees are fully informed about ICT provision and practice
- Ensure that trainees are fully informed about systems of provision for pupils with SEN
- Inform trainees of the school's Equal Opportunities Policy
- Provide trainees with information about relevant current initiatives or legislation
- Ensure that trainees are informed about the school's approach to personalised learning

### Departmental

- Provide trainees with welcome information about the department
- Introduce trainees to departmental staff, including ancillary staff, and explain responsibilities within the department
- Give information about departmental resources, including books, worksheets, software, practical resources, photocopying facilities, etc and provide access to these
- Allocate some work, storage space and reprographic resources for the trainee
- Explain departmental homework policy and assessment practice, including internal testing procedures



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- Give information about external exams and specifications
- Explain and give access to departmental schemes of work, including expected levels of attainment
- Explain pupil grouping practice
- Give information on department meetings and in-service training events
- Discuss behaviour policy, rewards and sanctions and sources of support on discipline
- Explain departmental provision for Special Educational Needs
- Provide a balanced timetable of observations in the first instance
- Provide a balanced and suitable initial teaching timetable to meet the minimum requirements of 90 days teaching practice equating to 8 hours per week over that 90 day period.

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## The Role of the University

### Role of the Teaching Fellow (TF):

- Provide a point of contact between the PM and the University
- Monitor trainees' progress on placement.
- Liaise with the PM regarding any trainee concerns and progress

### Role of the Warwick Link Tutor (WLT)

- Ensure a suitable Professional Mentor is in place for all trainees
- Liaise with both the Professional Mentors in schools and the university
- Conduct a joint observation and feedback with each trainee and Professional Mentor once a year

The WLT will deal directly with the school to schedule visits. Each trainee will receive one Link Tutor visit per year, and three online personal tutorials from Warwick Teaching Fellows as follows:

#### *First Term*

- **An initial online settling in tutorial**
  - The Teaching Fellow will discuss induction and settling-in with the trainee and share any initial concerns with the PM.
  - **AP1 completed by school, submitted electronically (24<sup>th</sup> September 2021)**
  - **AP2 form completed by school, submitted electronically (12<sup>th</sup> November 2021)**

#### *Second Term*

- **Personal online tutorial**
  - Teaching Fellow will contact the trainee to ensure they are progressing in their teaching practice and overall development in their school placement.
  - **AP3 form completed by school, submitted electronically (21<sup>st</sup> January 2022)**

#### *Third Term*

- **Final moderation visit at the Base School**
  - This involves a joint observation between the Warwick Link Tutor and the Professional Mentor/Class Teacher followed by a learning conversation, as well as a discussion of trainee progress.
  - **AP4 completed by the school, submitted electronically (8<sup>th</sup> April 2022)**
- **Personal online tutorial**
  - Teaching Fellow carries out a viva of the trainee's PDP (Professional Digital Portfolio).

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## Placements

### The Base School Placement

During their time at the Base School, all trainees will build the foundations of strong classroom practice, gaining competence in the key areas of planning, preparation and subject pedagogy. There is the opportunity to introduce trainees gradually to the practice of teaching and learning, both within international education in general and in the context of the Base School.

### Welcome Packs

The Base School should have a 'Welcome Pack' for trainees, which might include the following:

- school brochure / prospectus
- copies of relevant school policies, particularly those relating to behaviour and safeguarding
- staff list with departmental staff highlighted
- departmental handbook and policies (e.g. assessment)
- example Schemes for Learning (and if possible for the classes that the trainee will teach over the Placement)
- information about the school's VLE
- copies of textbooks and school resources that trainees can access
- class lists and IEPs for each of the trainee's classes
- an outline of the activities and tasks that the trainee will be doing during Induction (organised collaboratively by Professional Mentors)

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### Timetable

A trainee's timetable should take account of the need to include:

- pastoral attachment
- PSHE group
- SEN context/setting within the school if applicable
- progression towards whole class responsibility
- a range of abilities and key stages
- Regular mentor/trainee meetings
- some team-teaching, small group work and observation where appropriate
- access to computer and data projector or wider ICT in a proportion of the lessons

The complete timetable should be available to the trainees before they start taking over classes.

It is very important that a timetable, at least in draft form, is drawn up for the trainee as soon as possible. This helps the department and trainee plan for observations and for completing a topic with a class; for example, it is vital for helping the trainee plan ahead in devising lesson plans, resources and mini schemes of work. The sooner the trainee knows which classes she or he will be taking over, the more logical their induction can be, combining observation of those classes with a wider variety of others. It enables class lists, resources and class records to be studied by the trainee with a greater focus.

A 'timetable' does not mean that the trainee has sole responsibility for all classes listed. It is appropriate for some collaborative work with the Professional Mentor/class teacher or another experienced teacher to be done. For example, the trainee might take some small groups for intervention or co-plan and prepare a mini scheme of work. This is vital to provide the modelling of subject pedagogy and reflection needed by all beginning teachers. As the placement progresses, more whole class responsibility can be expected.

When the Warwick Link Tutor visits during the placement, they will check to see that the timetable fulfils as many of the criteria listed above as possible.

### Training Opportunities

During the placement, trainees should have the opportunity to:

- Observe good and outstanding teaching and learning
- Discuss teaching and learning with teachers they have observed
- Work with individual pupils and small groups of pupils
- Evaluate lessons with the help of an experienced teacher
- Plan for and teach some classes of their own
- Observe/assist with cross-curricular activities where possible

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## Training Entitlements

During the Placement, the trainee is entitled to the following:

- Participation in a school-based training programme
- Minimum of 10 full formal lesson observations ( to include the Link Tutor visit) by the Professional Mentor who will:
  - document the lesson observation using the Lesson Observation form, which provides a written record of the observation as well as a basis for the feedback discussion
  - review the lesson observation with the trainee in a timely fashion engaging in a constructive analysis and discussion of the trainee's and pupils' learning
  - agree clear goals and targets for development that focus upon teaching strategies and the learning of pupils within the lesson
- Informal lesson observations by the Professional Mentor and/or members of the department who will:
  - Provide verbal feedback in a timely manner on targeted aspects of the lessons taught or the whole lesson
  - Review the strengths of the lesson, or portion of the lesson, whilst engaging in a constructive discussion with the trainee regarding areas for development
  - Write brief comments in an on-going journal for the trainee thereby providing a narrative of progression and areas for development over the course of the placement

## Documentation

The following supporting documentation should be used:

- Lesson Observation Form
- Log of the AP Mentor/trainee meetings
- AP forms should be completed and returned by the required deadlines – online submission – the link is shared in the Partnership and Trainee Bulletins and is available all year on the CTE Partners' Intranet page. Trainees should file a copy of each AP form in their PDP.

At the beginning of the Base School Placement, all trainees should make sure that they have provided copies of the following to the Base School:

- CV
- Initial Subject Knowledge Audit

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### Optional Complementary Placements (2<sup>nd</sup> placement schools)

If there is the opportunity of a second placement, it is good practice for the Complementary Placement School to provide a welcome pack for the trainee and to provide an induction experience similar to the one detailed in the previous pages.

Contact should be established with the Professional Mentor and, if this is a new mentor in the Warwick Partnership, their contact details should be sent to the address at the top of the page to ensure that updates reach the correct destination.

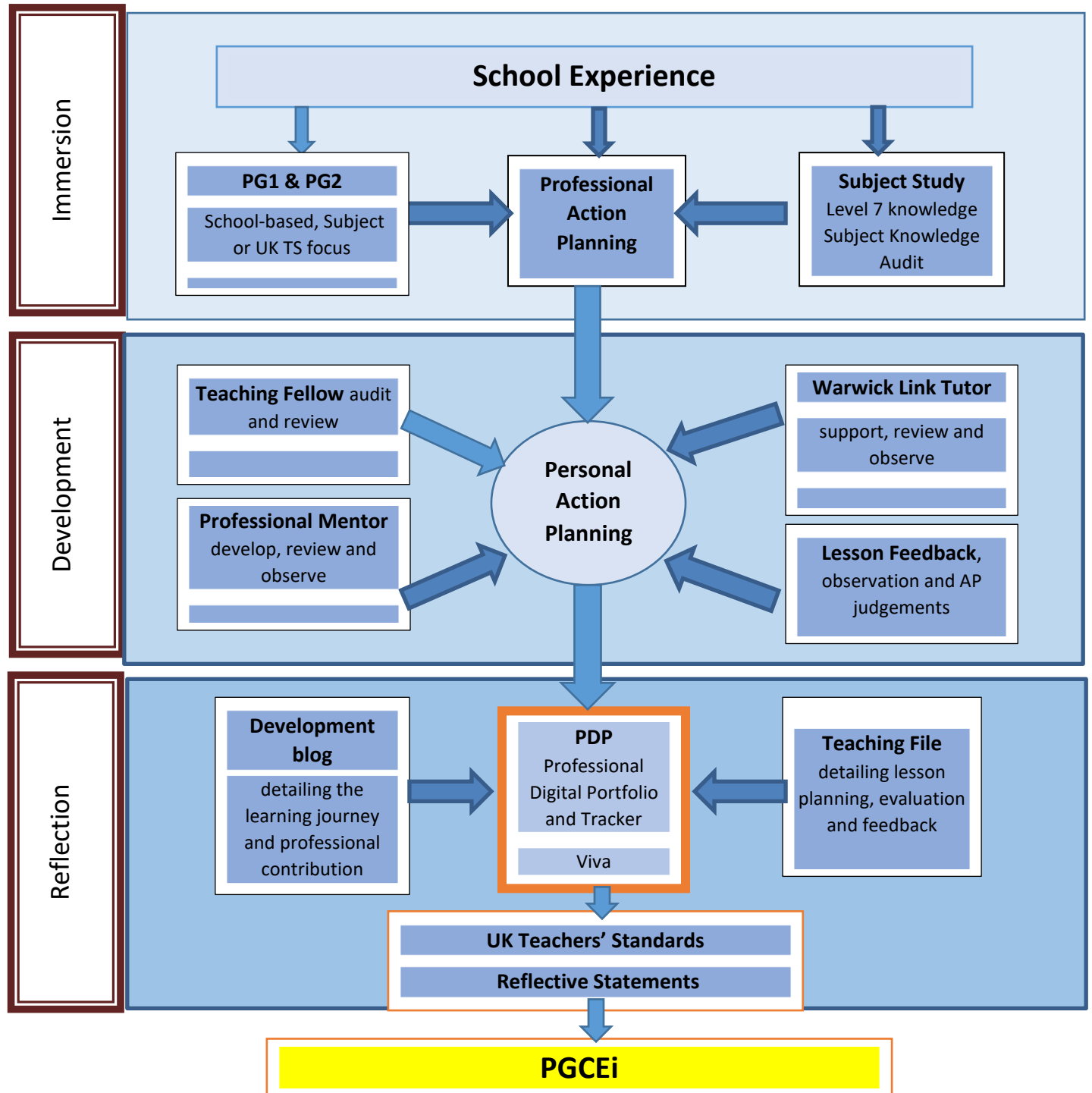
During the complementary placement, the following supporting documentation should be used:

- Lesson observation form
- Log of weekly mentor/trainee meetings
- AP forms by required deadlines

## PGCEi Delivery and Assessment Model

The professional development of the trainee is delivered, tracked and assessed across three dimensions:

- **Practical orientation and immersion**
- **Personal development**
- **Professional reflection**



## Lesson Observations and Feedback

The process of observation and discussion or feedback is a key aspect in the mentoring of the trainee teacher and provides opportunity for both trainee and mentor to reflect on teaching and learning.

Formal lesson observations by Professional Mentors or other designated staff will take at 10 points across the year (to include the Warwick Link Tutor visit) for each trainee. These observations should be spread out to track progress against the UK Teachers' Standards and allow for current Assessment Point (AP) data. Following the observation, a mentoring meeting should take place, with oral and written feedback.

Ideally, the trainee and Professional Mentor will negotiate which lessons should be observed. Adequate notice (at least 24 hours) should be given to the trainee.

Before the observation, the Professional Mentor should:

- Arrange a short, pre-observation meeting with the trainee to negotiate an area of focus.
- Consider (or develop together in early stages) the lesson plan and offer the opportunity to amend the plan before the lesson.
- Establish in advance the procedure for feedback/discussion and book a time (if not within the weekly mentor meeting). Please note that when a University Link Tutor is visiting then it will be preferable for the feedback/discussion to take place immediately following the lesson observed and with the Professional Mentor present.

During the observation, the Mentor should:

- Avoid interrupting or delaying the lesson by their arrival.
- Keep notes and form questions related to the observation focus and the Teachers' Standards (actual manner of notes will be dependent on the approach being used).
- Where possible, fill in the formal lesson observation paperwork during the process.
- Not interfere with the way a class is being taught or managed unless a health and safety issue arises which demands their intervention.
- In keeping with agreed pre-observation procedures and without disturbing the lesson, question pupils about their understanding and examine their work where appropriate.
- Not undermine the trainee teacher's position in their dealings with pupils.
- Provide a brief word of thanks and acknowledgement to both the class and the trainee teacher, which can be extremely supportive.

The mentoring meeting

- A mentoring meeting should take place after the observation. The timing of this depends on the trainee and Professional Mentor but it would be useful if there were some opportunity for reflection before the discussion but not too much time in order that memories are fresh, and to provide reassurance for the trainee.
- Meet in a quiet, private, interruption-free environment.
- The mentoring should be planned according to the trainee's needs, providing a sensitive balance between positive feedback, support and challenge. As the trainee's capabilities develop, the discussion may be aimed purely at the trainee's self-reflection/analysis with the Professional Mentor acting as a coach or critical friend, withholding their own opinions in order to explore the trainee's developing views.



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- Some self-evaluation and reflection by the trainee initially can help to determine a suitable approach for the feedback / discussion.
- Be aware that an initial question such as “how do you feel the lesson went?” can be overwhelming for trainees and they may be more concerned with offering the response that they think is required, rather than genuine reflection. Structured questions relating to the agreed focus for the lesson might be more useful.
- Establish a small number of clear, agreed targets for future development. These should be linked to the UK Teachers’ Standards where possible.
- If a lesson (or element of the lesson) has not been satisfactory, this should result in professional, constructive dialogue, not personal criticism. The mentor should help the trainee to identify strategies for improvement and make practical suggestions.
- In a discussion that involves the Professional Mentor giving analysis, ensure that any criticism is also balanced by positive commentary where possible and that discussion results in positive planning for future development.
- There is opportunity for trainees to add a reflective comment to the lesson observation form. Both trainee and mentor should sign and date the form and retain it for their records.
- If significant differences between the Professional Mentor and the trainee within the feedback/discussion process are regularly occurring then it is appropriate to seek advice from the University Teaching Fellow.

Feedback on partial/informal lesson observations, as previously, can be recorded in a less formal manner (for example in an exercise book). Any of this material can also be used as evidence in the PDP.

The Standards on the Form serve as an *aide memoire* for Professional Mentors, Teaching Fellows, trainees and also teachers whose classes trainees are taking but who are not trained mentors.

## Tracking and Developing Progress

There are four main assessment points during the year, when trainee progress is monitored and targets are set. The main details are as follows:

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<b>Assessment Point 1</b> <b>(AP1) – form</b>	<ul style="list-style-type: none"><li>• Progress against Part Two of the Teachers’ Standards</li><li>• <b>Potential final grade</b></li></ul>	24 <sup>th</sup> September 2021
<b>Assessment Point 2</b> <b>(AP2) – form</b>	<ul style="list-style-type: none"><li>• Progress against Part One and Two of the Teachers’ Standards</li><li>• <b>Predicted final grade</b></li></ul>	12th November 2021
<b>Assessment Point 3</b> <b>(AP3) – form</b>	<ul style="list-style-type: none"><li>• Progress against Part One and Two of the Teachers’ Standards</li><li>• <b>Predicted final grade</b></li></ul>	21st January 2022
<b>Assessment Point 4</b> <b>(AP4) – form</b>	<ul style="list-style-type: none"><li>• Progress against Part One and Two of the Teachers’ Standards</li><li>• <b>Recommended final grade</b></li></ul>	8 <sup>th</sup> April 2022

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**Form AP1** indicates progress together with targets for the next half term. Any concerns raised by the Mentor is shared with the Teaching Fellow responsible for the trainee. This will include a **potential final grade**.

**Form AP2** indicates progress made together with targets for the second term. Any causes for concern indicated therein will result in collaborative intervention at the beginning of the second term, along with an Intervention Plan if required, stating specific targets and completion dates. This includes a **predicted final grade**.

**Form AP3** reports on Parts 1 and 2 of the Teachers’ Standards and includes a **predicted final grade**.

**Form AP4** is the concluding (and most important) piece of evidence used to recommend a Pass or Fail award for the Professional Practice module. It includes the **recommended final grade**. The final pass/fail decision is made by the Examination Board. To achieve recommendation a full pass, the trainee must satisfactorily meet all eight Standards in Part One of the Teachers’ Standards and the requirement of the Preamble and Part Two. **Any sub-level of a Teacher’s Standard at grade 4 results in an overall Fail** of the Professional Practice module.

Each form is in three parts:

- General contextual information.
- Summary comments and assessment of overall progress.
- Progress towards meeting the Standards.

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The school records: **Working towards/Requires Improvement/Good or Outstanding** on the AP forms 2, 3 and 4. AP1 is an *interim assessment point, detailing PM reflections on a trainee's Personal and Professional Conduct only*. It is envisaged that the grouping of Standards will assist both trainee and their Professional Mentor in identifying general areas that need to be addressed. Space is provided for further commentary on progress towards meeting Standards - for example, there might have been little or no opportunity to address particular Standards; alternatively, although not meeting the Standard the trainee is nonetheless "on track" and quite likely to meet it in a short period of time. These forms should be completed in discussion between the trainee and Professional Mentor.

To achieve consistency, the University places great emphasis on Link Tutor visits along with the three-way dialogue between trainee, Professional Mentor and Teaching Fellow. Consistency is achieved through participation at the online Mentor Training and Partnership Development events as well as attendance at the face-to-face induction where possible. Professional Mentors play an important role in linking University recommendations with school and partnership provision. University Teaching Fellows oversee moderation of school provision and External Examiners provide an independent, external check of the Partnership's standards.

The criteria used to judge Trainees' progress are detailed in **The Warwick Standards Tracker** as well as the following tracking documents:

- AP Forms (AP2, AP3, AP4)
- Trainee Action Plans
- Mentor-Trainee Meeting Records
- Contact/visit forms completed by the visiting Link Tutor

The purpose of recording and tracking progress is threefold:

- To allow appropriate intervention if required
- For trainee motivation and self-confidence
- To quality assure the Partnership training provision

The AP forms will provide a **record** of trainee achievement both in the form of grading criteria and the comments of Mentors. The **Mentor-Trainee Weekly Meeting Records** will be used more **formatively** for the trainee to set targets and record appropriate actions.

N.B. The trainee is required be fully involved in both of these processes - contributing to the dialogue and documenting their agreement. This target setting with a weekly review at the next mentor meeting should be based on evaluations and lesson observations and closely linked to the UK Standards.

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## Postgraduate Assignments

During the course of the year, trainees are asked to produce a series of written completion tasks and assignments relating to their work in school, Reflective Practice and Phase Studies.

All tasks and assignments must demonstrate the ability to write accurately and coherently. They must be spelt correctly and punctuated accurately. They must be grammatically correct. Tasks and assignments which do not reach appropriate standards of professional literacy may fail. All Postgraduate assignments must be submitted electronically no later than the time indicated – see calendar.

Module	Assessment	Mechanism	Deadlines
Phase Studies (PG1) M Level	A series of assessments focussing on both educational theory and issues in their specialist subject/phase	<ul style="list-style-type: none"><li>PG1: 4000 word essay</li></ul>	<ul style="list-style-type: none"><li>13<sup>th</sup> December 2021</li></ul>
Reflective Practice (PG2) M Level	A reflective case study on an area of educational practice in your placement school(s) supported by a literature review	<ul style="list-style-type: none"><li>PG2: 5000 word essay</li></ul>	<ul style="list-style-type: none"><li>25<sup>th</sup> April 2022</li></ul>
Professional Practice H Level	Meeting the Teachers' Standards at a Good or Outstanding level	<ul style="list-style-type: none"><li>Regular observations (Mentors and Teaching Fellow)</li><li>Tutorials</li><li>PDP (Professional Digital Portfolio)</li></ul>	<ul style="list-style-type: none"><li>1st April 2022</li></ul>

## Resubmissions

If a Postgraduate assignment fails to achieve a pass at Master's level, then trainees are offered the chance to resubmit revised work at Master's level.

All resubmissions of assessments will be marked at Master's Level. Should the assessment fail again, it will be remarked at Honours' level. If the work fails to reach the required standard for at least Honours' level at this stage, then PGCEi cannot be awarded; there will be no further opportunity for resubmission. If the work has failed at Master's level on resubmission but passes at Honours' level, then an alternative qualification may be awarded if all other elements of the course have been successfully completed.

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## Professional Digital Portfolio (PDP)

The Professional Digital Portfolio (PDP) is a trainee's record of her/his progress towards the UK Teachers' Standards for potential QTS opportunities going forward and development as a teacher. Completion of the PDP is a requirement at Warwick and is the main component of the *viva voce* examination which takes place as the last personal tutorial. There are 6 PDP tasks (each 500 words), which are available all year and should be completed on a ratio of two per term to minimise excessive workload.

A sample of the PDP tasks is shown below:

### PDP Tasks

You must complete 6 PDP tasks during your training year. It is strongly recommended that you complete two per term to prevent excessive workload.

It is expected that the earlier tasks will display the skill and awareness of a teacher at the early stages of their training. By the end of the course you will notice that your responses to the tasks are more detailed and show how you have developed through the year.

#### PDP submission (term one)

These PDP tasks are graded as pass/fail with 50% being the pass mark. You need to submit both PDP tasks and pass each task to achieve an overall pass. As task two is divided into two parts, you will need to pass both parts of the task to achieve an overall pass.

##### Task one

What is your teaching philosophy? How has this originated, and can you evaluate how your educational touchstones will impact upon the teacher you aspire to be?

Please write between 450 to 550 words for this task. You should also include three items of evidence (copied and pasted into a single document and submitted alongside your teaching philosophy) and two references to literature within your written philosophy text.

Please note that the word count for your written philosophy text excludes any reference or bibliography lists, but it does include headings and subheadings. Your completed teaching philosophy will be published on the [WJETT blog](#).

##### Task two

This task is divided into two parts. You must complete each part to successfully pass task two.

##### Part (a)

Using Charlie Taylor's Behaviour Checklist (see attached below) observe either a face to face or an online lesson and make a note of any strategies for Behaviour Management that the teacher employs during the lesson.

##### Part (b)

Using the completed Behaviour Checklist from Part (a), record a two-minute screencast with audio narration. In your screencast, reflect upon how the lesson observation from Part (a) has impacted upon the Behaviour Management strategies that you use/will use in your teaching practice. You should refer to two pieces of literature within your screencast.

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### PDP submission (term two)

These PDP tasks are graded as pass/fail with 50% being the pass mark. You need to submit both PDP tasks and pass each task to achieve an overall pass.

#### Task three

Choose two sessions from the Research in Action (RiA) conference. Discuss how being research-informed might impact on an area of your practice. Please write between 225 to 275 words for each of the two RiA sessions. You should also include two items of evidence – one for each RiA session (copied and pasted into a single document and submitted alongside your written RiA text) and four references to literature (two per session) within your RiA text.

Please note that the word count for your RiA texts excludes reference or bibliography lists but does include headings and subheadings.

#### Task four

Discuss how using a recognised reflective framework has helped you to reflect upon and improve your practice as a teacher. Please write between 450 to 550 words for this part of the task. You should also include three items of evidence (copied and pasted into a single document and submitted alongside your reflective framework text) and two references to literature within your reflective framework text.

Please note that the word count for your reflective framework text excludes reference or bibliography lists but does include headings and subheadings.

### PDP submission (term three)

These PDP tasks are graded as pass/fail with 50% being the pass mark. You need to submit both PDP tasks and pass each task to achieve an overall pass.

#### Task five

Select an online learning tool and use that tool to produce a piece of asynchronous learning material (e.g., a video, an interactive quiz or an interactive presentation). The learning material should briefly explain a simple concept in any curriculum subject (if you are in the primary phase) or a simple concept in your subject (if you are in the secondary phase). Submit the material with a short reflection (250 words maximum) which uses the SAMR model to discuss how you will use the tool and reflect upon the benefits and challenges of using it in your teaching.

#### Task six

Show your awareness of the pastoral role and how the role impacts on pupils' social and academic progress and achievements. Please write between 450 to 550 words for this part of the task. You should also include three items of evidence (copied and pasted into a single document and submitted alongside your pastoral text) and two references to literature within your pastoral text.

Please note that the word count for your pastoral text excludes reference or bibliography lists but does include headings and subheadings.

Trainees are responsible throughout the year for ensuring that the tasks are available when required for Mentors and Tutors.

The PDP tasks are assessed by the Teaching Fellow and, when all are successfully completed, attract 30 CATs at H Level (Level 6).

## Cause for Concern

The University of Warwick commits to supporting schools if you identify a trainee who is a cause for concern. Together we will identify and help address issues which are preventing the trainee from making expected progress against the UK Teachers' Standards and which might potentially prevent the trainee from achieving the PGCEi by the end of their training year.

For trainees to make at least expected progress against the UK Teachers' Standards and achieve a pass at the PGCEi, the following processes and systems must be in place in placement schools:

- all parties, including PM, TF and trainee, must fulfil their roles and responsibilities and meet the agreed expectations of them
- designated school staff must attend the online University-provided training and follow the guidance within this Handbook
- trainees must attend all induction and online sessions to ensure that school-based professional training is further complemented and supported by the University sessions
- regular meetings with the PM to assess, review and set targets to support trainee progress against the Teachers' Standards; copies of the notes should be retained by both PM and trainee
- any targets identified for the trainee are discussed and negotiated on an individual 'needs driven' basis, are agreed by all relevant parties, are set and are then monitored within an appropriate and agreed time scale
- trainees must be given regular, timely and appropriate feedback and support to ensure that they can develop their professional knowledge, skills and understanding. This is to ensure that learners taught by trainees make at least expected progress.

It is essential that the above processes and systems are in place and are followed to support trainees in an appropriate and timely manner. It is the responsibility of the PM to monitor the effectiveness of these processes and systems.

## Intervention plan for trainees who are struggling to meet the minimum expected rates of progress

The identification of trainees who are not making expected progress against the Teachers' Standards must be as a result of AP data. It is not expected that trainees will require intervention before AP2 (1 Nov 2019).

If there are concerns about a trainee following an Assessment Point, the placement school is expected to put in place an intervention detailing targets and the support the trainee needs in order to make the necessary progress.

Other school procedures to support trainees should include:

- PM and TF explicitly directing the trainee to follow the support and guidance being given
- swift interventions being made by placement schools to include effective action planning to prevent trainee difficulties from being exacerbated
- personalised support, set within a specific timescale, with explicit review points and which is relevant to the trainee's continuing professional development needs, which enables him or her to achieve targets and address difficulties in appropriate timely steps

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- rigorous and robust record keeping, maintained by the PM which provides accurate evidence to show trainee progress or which can support decisions regarding whether the trainee is a cause for concern and / or at risk of not meeting the UK Teachers' Standards
- placement schools instantly alerting the TF where concerns regarding trainee progress are being raised or are already becoming apparent

It is critical that continuing areas of weakness of any trainee's practice are clearly identified and an intervention plan implemented. This intervention plan will be developed by the PM and trainee, with a copy sent to the TF. It should contain specific targets which provide the trainee with every opportunity to improve their practice, make appropriate progress against the Teachers' Standards.

Should the trainee still be at risk of failing to meet the Teachers' Standards at the subsequent Assessment Point, the school is to notify the TF detailing the reasons for requesting a University intervention. The university will then nominate a specialist TF who will conduct the intervention (ITF). The ITF will then work with the trainee and PM, as appropriate, to develop a second intervention plan.

The intervention plan should detail

- the targets which the trainee needs to work towards achieving,
- the support that the trainee will be given to enable him or her to do so and
- the dates when the targets, and progress, are to be reviewed.

An intervention plan pro-forma is available on the Partners' Intranet.

Intervention plans must not be a surprise to trainees who should be fully involved in their development. A University intervention will last no longer than one month.

**N.B. A University Intervention will only be put in place once it is clear to the University that the internal intervention process has been unsuccessful and the trainee is at severe risk of failing the course.**



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Should the trainee still be at risk of failing following an intervention, the ITF will contact the PGCEi Programme Lead who will conduct an interview with the trainee, in which all options are outlined. Should a trainee be identified as not suitable to enter the teaching profession, the University may instigate its Fitness to Practise procedures. Where there are concerns about Salaried Trainees, schools should follow their approved systems and procedures for supporting staff causing concern.

## Pastoral Support

If a school is concerned about the physical, emotional or mental wellbeing of any trainee, the PM should notify the nominated TF. The TF will then arrange to liaise with the trainee to discuss this issue and identify any extra support which may be required, either at School or the University. The TF will outline appropriate support services provided by the University. The TF will then inform the PM of any actions to be taken, with the trainee's permission. If a trainee discloses any information regarding their wellbeing to a TF, he or she will encourage the trainee to also share this with his or her PM.

## Temporary Withdrawal

A temporary withdrawal is an approved period of time when a student is not studying for their award and is governed by University Regulation 36.1. Students may request periods of temporary withdrawal for the following reasons:

- **Financial** (Student proactively seeks a period of temporary withdrawal in order to make arrangements to cover tuition fees and maintenance for the remainder of their period of study)
- **Medical** (e.g. long-term illness, including depression; surgeries that prevent a student from attending their course of study for an extended period of time)
- **Maternity** (Please refer to the Maternity Guidelines in Word Format or PDF Format for further information)
- **Personal** (non-exhaustive list)
  1. Family circumstances (including childcare, care for a family member);
  2. Work/Other commitments (often result of appointments to new roles and/or significant changes to a job description, resulting in the student being unable to dedicate required time to their studies);
- **Visa** (for overseas nationals who fail to obtain a visa in good time to attend their course).

**A period of temporary withdrawal is for 12 months.** Students may request a period of temporary withdrawal from their course of study. Only the Academic Registrar may approve requests for temporary withdrawal. Students requesting temporary withdrawal on medical or health-related grounds must supply a **recent medical note** in support of their request.

**The University may require** that a student withdraws temporarily for a period of time in the following situations:

- As a result of a student's failure to pay fees;
- If there are concerns over attendance and/or progress;
- If there are concerns over a student's capacity to study.

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Students deemed to be temporarily withdrawn **must not** undertake any formal study for the period of the temporary withdrawal and must cease to receive instruction from their Department. However, students will retain their IT access and library access and borrowing rights during a period of temporary withdrawal. Students may, of course, choose to undertake relevant reading during a period of temporary withdrawal but this is a decision for the individual to make and cannot be a requirement.

## Fitness to Practise

The Centre for Teacher Education has a responsibility to ensure that trainees following a programme of study (PGCEi) are suitable to enter that profession.

The University Fitness to Practise procedures are detailed in University Regulation 34, Regulation for the Determination of Fitness to Practise. This guidance explains the procedure for the Fitness to Practise Committees of the Senate concerning the fitness to practise of candidates for admission to PGCEi courses and registered PGCEi students.

### Purpose of Fitness to Practise Procedure

These guidelines are to be applied only to situations in which a trainee's fitness to practise is of concern to CTE. The following issues may become fitness to practise concerns but only at the point at which all other routes have been exhausted.

*Health* – health problems are not usually a fitness to practise concern. Most trainees with a health problem (physical or mental) are able to succeed in their programme with appropriate healthcare and pastoral support. Sometimes, a trainee is diagnosed with a condition which renders him or her unfit for further study or practice. In these instances, it is often clear to the trainee and CTE that the PGCEi programme is no longer suitable. Health issues normally only raise fitness to practise concerns if:

- a trainee fails to acknowledge or manage their condition
- a trainee shows a lack of insight into the impact of their condition on study or practice
- a trainee refuses to interrupt or withdraw from the programme despite having a physical or mental illness which renders them unfit for practise and registration, either temporarily or permanently.

*Misconduct* – cases of suspected misconduct (disciplinary or academic) will be managed under the University Regulation 23, Student Disciplinary Offences

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/disciplinary/>

Once the misconduct procedures are concluded, CTE will then consider whether there are fitness to practise concerns that need to be addressed.

### Referral to CTE

Concerns about a trainee's fitness to practise may be raised by a number of sources, including but not limited to: CTE staff, school mentors, staff, personal tutors, school pupils, trainees. Anonymous or verbal notifications of concern will not normally be accepted.

All trainees are required to inform CTE of any change or potential change in their Disclosure and Barring Service (previously Criminal Records Bureau) check status. Convictions, cautions, warnings, reprimands and

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penalty notices issued after initial registration and before graduation must be declared to CTE **immediately**. The appropriate point of contact is the PGCEi Programme Lead.

Once a decision has been made to refer a trainee to the Fitness to Practise Committees of the Senate, the following procedures are followed:

<http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/fitnesstopractise>

## Mentoring

### Approaches to Mentoring

#### Guidance for Mentors

The relationships between Professional Mentor and trainee are key to an effective training environment. School staff must act as role models for the trainees. Clearly, there will be a variety of styles and approaches, but the importance of positive role models in all aspects of teaching (including planning, assessing and general professional duties) must be emphasised. It is very helpful for trainees to hear an experienced teacher reflecting on their own practice as this can help to develop their own reflective skills so they can begin to reflect for themselves.

Whilst mentoring itself is a difficult concept to define because it encompasses a wide range of activities, there are a number of approaches that are commonly used. An **apprenticeship approach** suggests learning by observing and then emulating the mentor, a **competency approach** requires judgments against the Standards (grading) and a **reflective approach** requires the trainees to develop skills of self-analysis in order to understand for themselves how to improve their own practice.

We recommend that Professional Mentors use a variety of approaches with trainees depending on their stage of development and individual need. Some Professional Mentors might decide to begin with an *apprenticeship style* but move the trainee towards a reflective approach later in the training. At some points (including AP completion) it will be appropriate to grade aspects of the trainee's performance. We expect that all trainees and Professional Mentors will have moved towards a reflective practitioner approach through working together.

#### An Apprenticeship Approach

- An apprenticeship model could be said to offer a step-by-step, learning 'on the job' experience with an expert who shows the way
- Can provide comfort and confidence for trainees who are searching for a recipe for teaching (Loughran, Berry and Tudball, 2005)

#### A Competency Approach

- A competency or Standards-driven approach gives a strong focus to assessment and the accumulation of Standards
- It could be said to offer a clear, 'objective' body of knowledge and skills that trainees must understand and demonstrate in order to gain QTS

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### A Reflective Practitioner Approach

- The person observed has the opportunity to examine and refine her/his own professional judgements (Geen, 2002)
- A Reflective Approach encourages a language for talking about teaching (Hopkins, 2005)
- It promotes self-constructed knowledge

### Mentoring Conversations

A mentoring conversation is a dialogue following a formal observation where trainee and Subject Mentor can explore the lesson together and consider issues of teaching and learning. We recommend and expect that trainees experience a range of approaches to suit their needs and stage of development. Initial priority could be given to the trainee's self-reflection in order to ascertain the trainee's stage of development and an appropriate approach.

### Tips for Developing Reflective Practice in Mentoring Conversations

The key to the process is the Professional Mentor's role in assisting the trainee in reflecting on learning (their own and their pupils'). This is achieved by prompting the trainee with questions about the lesson and the learning experience for the pupils. These questions form the agreed focus of observations and particular aspects in the Standards. A Mentor may find that an area they felt was an area for development may actually be a strength once the trainee's planning and thought-process is fully explored.

Please refer to the Warwick Assessment Descriptors for examples of learning questions.

### Mentor Training Records

The pressure of accountability in all areas of education is greater than ever before. In teacher education there are three important aspects to this accountability:

- To the profession generally to demonstrate that judgments about trainee teachers are securely based on evidence
- To trainees
- To the Partnership to demonstrate that we have followed agreed procedures in a common framework

For these reasons, Mentor Training Records are essential. They should record, for purposes of reference and accountability:

- What a trainee has done and achieved
- The training which has generated trainee progress
- The ways in which trainee progress has been assessed

For every trainee, the school must maintain a training folder or file (this may be electronic), in which are stored the following documents:

- Copies of any prior assessments e.g. previous AP forms.
- A copy of the trainee's timetable.
- Copies of the day by day timetable, observations, pupil tracking, meetings, opportunities to review progress.
- Copies of all lesson observations made by Mentors.
- Copies of the log of mentor/trainee meetings.
- Copies of correspondence and documentation relating to the trainee.

## Mentor Meetings

### Best practice for mentor/trainee meetings

The weekly mentor/trainee meeting is the ideal opportunity for mentors to discuss trainees' skill development with them. We expect all trainees to operate at a high level of professional practice. By the end of the course, trainees are expected to produce clear, full and detailed lesson plans, forward plans, and evaluations and records of pupils' progress and be able to explain their rationale and learning arising through these processes. The weekly meeting is an opportunity to model best practice or collaborate with a trainee, particularly when they are in the early stages of learning about structuring learning activities.

If possible, weekly mentor/trainee meetings should be timetabled at the same time each week and should take place in reasonable privacy and comfort. The meeting should be an hour in length.

A record of each meeting should be kept on the pro forma "weekly mentor/trainee meeting record". It is advisable for the meeting to be recorded by the trainee and signed by the Subject Mentor and trainee. It should be stored digitally and can be used as evidence for the PDP.

### Sample framework for mentor/trainee meetings

- Learning conversation using the Lesson Observation form as prompt
- Evaluation of pupil learning and progress during the last week
- Praise and comments on the trainee's strengths
- Identification of the trainee's areas for development
- Opportunity to review how the trainee is reflecting upon their own development
- Opportunity for the trainee to raise any concerns/queries
- Review of any targets
- Identification of new/revised targets
- Link to the trainee's progress towards the UK Standards
- Subject-specific issues (e.g. marking or subject content)
- Other aspects depending on need (see below)

### Other possible topics for discussion within the meeting:

- Pedagogy in particular topics or subject areas
- Ideas/suggestions for classroom-based enquiry (PG assignment).
- Approaches to particular classes or individual pupils
- Assessment for learning
- Marking of pupils' work
- Statutory assessment and exam syllabuses
- Resources
- Lesson planning and forward planning including medium term planning
- Differentiation of work for pupils
- Working with learning support assistants
- Subject knowledge development
- The Professional Digital Portfolio (PDP)