

Question? Contact us: partnership@warwick.ac.uk



PGCE & School Direct
Secondary Partnership &
Mentoring Handbook
2022-23

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Welcome to the University of Warwick Teacher Education Partnership with Schools.



Director's Welcome

Our vision and ambition for the Centre for Teacher Education (CTE) derives from a commitment to continue the long history of Teacher Education at the University of Warwick where generations of new teachers gain employment in our partner schools to improve the life chances of the children and young people they teach. Our programmes are underpinned by our core values of **social justice, intellectual curiosity and creativity**.

At all levels, programmes are connected to the Framework of Ethical Leadership in Education as presented by the work of the Ethical Commission and the Chartered College of Teaching. This ensures that a trainee teacher's motivation for choosing to enter the teaching profession is explored to go beyond the functional and into their core values, providing the foundation for our teachers to develop during their Early Career Teacher (ECT) phase of their development.

We view our Initial Teacher Education programmes as the beginning of our trainee teachers' professional development journey. In partnership with schools, we have co-designed our [MA in Professional Education](#) to ensure the research focus aligns with an individual school's improvement priorities and has real value and impact in an individual school context. Recently, we have introduced a [master's 'fast-track' route](#) for experienced teachers and leaders to access post-graduate learning. 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.

Our partnership with schools is paramount to ensure each trainee teacher experiences high-quality teaching, learning and support; our success is built on the strength of our partnership with our students and your school.

Our professional services staff play a vital role in supporting you and our trainee teachers. Our team are friendly, committed and enthusiastic and our warm and welcoming culture ensures that we work with our trainees as they develop and are encouraged and nurtured to fulfil their potential. These colleagues are aligned to each aspect of our work so are always on hand to answer questions and to support your school(s).

We highly value our partnership with you and look forward to the year ahead.

My very best wishes,

Kate

Professor Kate Ireland

Director of the Centre for Teacher Education, University of Warwick

The Warwick and Schools' Partnership



We look forward to working closely with all our Secondary Partner schools across the next year, whether as a Core provider, or part of a School Direct (SD) Alliance of schools.

Through our continued pursuit of excellence, we continually look for ways to innovate and develop our high quality Secondary PGCE programme. We would not be able to achieve or maintain this standard without the continued commitment to excellence and partnership from the schools with whom we work. 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 young people in their care.

There is a range of opportunities for school staff to participate in and deliver aspects of our Secondary provision, including:

- Annual ITT Partnership Conference, Warwick and Secondary Partnership meetings (WaSP)
- SD Alliance Days: opportunities to work closely with trainees in an Alliance, developing their potential through topical/thematic CPD.
- Subject-specific content, co-designed and co-delivered by school departments and Warwick academics.
- Recruitment events: participate in Core interview days on Westwood Campus, or attend promotional events across the year.
- Opportunities for experienced mentors to 'buddy' with new mentors coming into the Warwick partnership for the first time.
- Research in Action Conference: share school-based action research projects with trainees, outlining ways in which engagement with PG-level reading and research has informed department and school practice.
- Green Space Day: an opportunity to engage with the university around informed, relevant content in supporting student teachers to develop their mindset around "the green agenda".
- Careers Day: senior leaders and head teachers come to the Centre and conduct a series of one-to-one mock interviews with members of the cohort, or even offer advice and guidance on how to draft successful applications.
- Appointment of Honorary Teaching Fellowship to Mentors who, for a sustained period, have contributed to excellent quality ITE through the Warwick and Schools Partnership.
- Professional Enquiry (PrE) lectures/seminars: present on a particular topic or theme (see calendar) aligned with your school's or your own professional interests. Past highlights have included: embedding SEND, Progress 8, and transition days.

Please contact any of the course leaders if you would like to be involved in this delivery. Furthermore, if you can see other ways in which school-based colleagues can contribute to the teacher training programme, your suggestions and opportunities for collaboration are always welcome.

Best wishes,
Jonty Leese

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Secondary Lead for Partnerships

Communication

Weekly mailings

The Warwick and Schools Partnership (WaSP) currently comprises more than 120 secondary schools across twelve local authorities and over 1500 teachers who act as mentors to trainee teachers. To ensure coherence of the programme and optimum experience for trainees, we communicate via e-bulletins with Professional and Subject Mentors on a weekly basis during term time. On alternate weeks the bulletins have a focus on opportunities that are available through partnership with the University and matters that relate directly to mentoring trainee teachers. To sign up for this bulletin, mentors should go to the CTE partners' intranet page and subscribe to the relevant mailings.

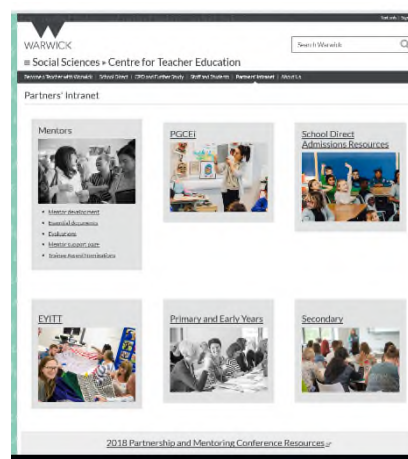


Figure 1 Partners' Intranet page

Partners' Intranet

The CTE partners' [intranet page](#) is where all the current information relating to placements and partnership events is held. It is possible to view and download the following

- training
- meetings
- conferences
- essential documents

to help with the mentor role. Professional Mentors (PM) and Subject Mentors (SM) are requested to [contact us](#) with their name and contact details at the earliest opportunity by emailing ctecurrentstudents@warwick.ac.uk.

Once a term, we host a Warwick and Secondary Partnership (WaSP) Meeting where partners are updated on areas of work such as recruitment, programme delivery and government policy. There is also the opportunity to discuss proposed changes to the programme, engage in co-construction of course elements, and evaluate current provision.

Information regarding these events is circulated through the Partnership Bulletins, issued once a fortnight.

All documentation is accessible via the [Partners' Intranet](#) with the password partnercte.

Strategic discussions about the direction of the partnership are undertaken termly by the CTE Partnership Steering Group, comprising primary and secondary course leaders, senior school leaders, and other key local stakeholders.

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University Course Management Team

For 2022-23, the roles and responsibilities within Secondary PGCE programme are as follows:

Role	Name	Email
Director of CTE	Kate Ireland	k.m.ireland@warwick.ac.uk
Head of Secondary	Dr Andy Hind	Andrew.hind@warwick.ac.uk
Deputy Head of Secondary	Dr Alison Morgan	a.j.morgan@warwick.ac.uk
Partnership	Jonty Leese	j.t.leese@warwick.ac.uk
Professional Practice	Georgina Newton	g.c.newton@warwick.ac.uk
Professional Enquiry	Jonty Leese	j.t.leese@warwick.ac.uk
Subject Studies	Alison Morgan	a.j.morgan@warwick.ac.uk
Instructional Coaching and Mentor training	Kate Hamer	c.j.hamer@warwick.ac.uk
Admissions and Marketing	Vikki Armeson	v.s.armeson@warwick.ac.uk
Safeguarding Lead and Senior Tutor	Rachel Cooper	r.a.cooper@warwick.ac.uk
Partnership Officer	Leigh Capener	leigh.capener@warwick.ac.uk
General Enquiries	Partnership office	Partnership@warwick.ac.uk

Alliances which include primary schools may also need to contact some of the **Primary School Direct** team below.

Role	Name	Email
Head of Primary	Prof Des Hewitt	d.m.hewitt@warwick.ac.uk
Deputy Head of Primary	Julie Taylor	j-a.taylor@warwick.ac.uk
Partnership Officer	Leigh Capener	Leigh.capener@warwick.ac.uk
School Direct Primary Lead	Jo Dobb	j.dobb@warwick.ac.uk
Instructional Coaching and Mentor training	Anna Donnelly	anna.m.donnelly@warwick.ac.uk
General Enquiries	Partnership@warwick.ac.uk	

Programme Structure

The taught University programme takes place on Mondays and Fridays, with seven subject specialisms on each day. Each of the days has two programme leads and they are supported by the module leads, deputy course leader and course leader.

Module Leadership	Monday Programme Leadership	Friday Programme Leadership
<ul style="list-style-type: none"> • Subject Studies - Dr. Alison Morgan • Professional Enquiry- Kate Mawson • Professional Practice - Georgina Newton 	<ul style="list-style-type: none"> • Core trainees - Dr. Alison Morgan • SD trainees - Jonty Leese 	<ul style="list-style-type: none"> • Core trainees - Dr. Andy Hind • SD trainees - Georgina Newton

Secondary subjects	
Monday	Friday
Art & Design - Jake Lever	Biology - Will Haywood
Computer Science - Jonty Leese	Chemistry - Will Haywood
Drama - TBC	Physics - Safina Perveen
English - Rebecca Friesen & Alison Morgan	Geography - Sarah Hind
Maths - Holly Heshmati	History - Aaron Wilkes
MFL - Vikki Armeson	Music - TBC
RE - Rachel Cooper	PE - Kate Hamer

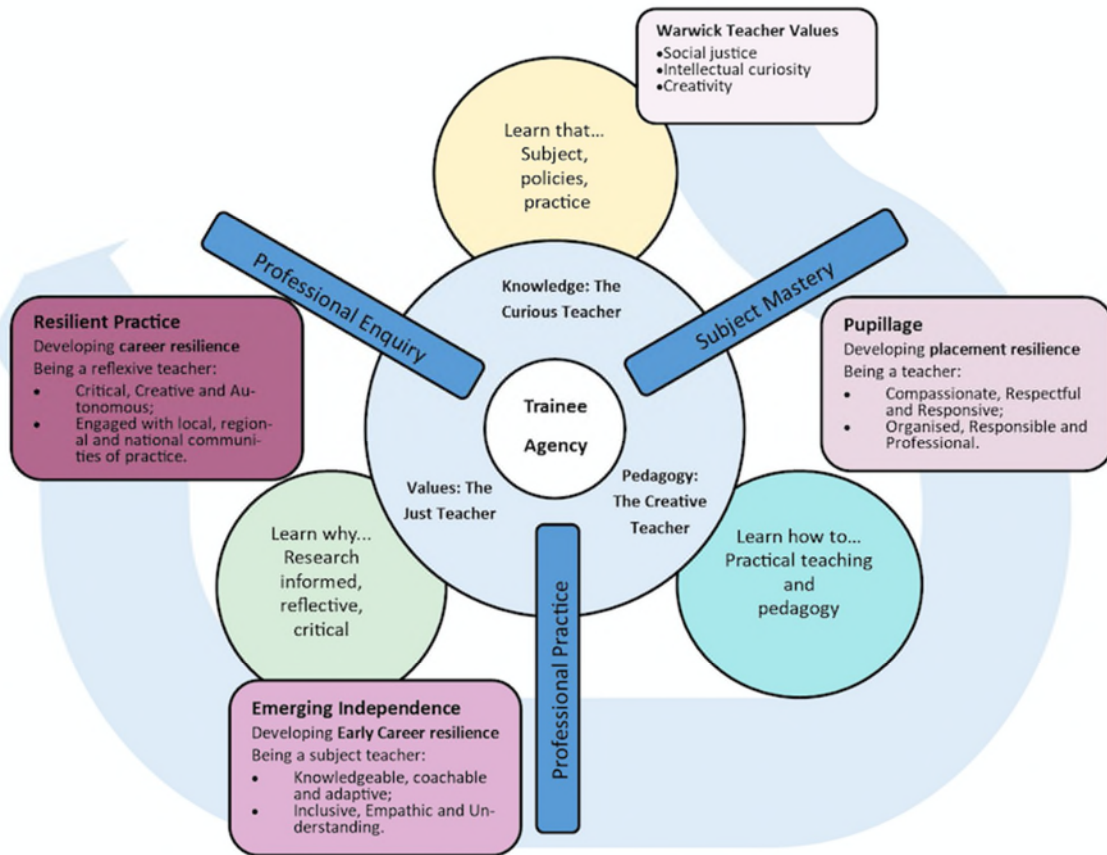
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School Alliances in Partnership with the University of Warwick

The lead schools hosting secondary provision are:

- Arden Academy, Solihull
- Ashlawn School, Rugby
- Bishop Challoner Catholic College, Birmingham
- Caludon Castle School, Coventry
- Community Academies Trust, The Polesworth School, Staffordshire
- Creative Education Trust, Ash Green School, Coventry
- The Lion Alliance - Finham Park School, Coventry
- Futures Teaching Alliance - President Kennedy School, Coventry
- Higham Lane School, Nuneaton
- Kenilworth School and Sixth Form College, Warwickshire
- Lawrence Sheriff School, Rugby
- St. Paul's School for Girls, Birmingham
- St. Peter's Teaching School Alliance, Solihull
- Sherbourne Fields School, Coventry
- Shireland Collegiate Academy, Birmingham
- Southam College, Warwickshire
- The Rawlett School (Academies Enterprise Trust), Tamworth
- Thomas Estley Community College, Leicestershire
- Woodrush Training Consortium, Woodrush Community High School, Birmingham

PGCE 2022/23 Curriculum Model



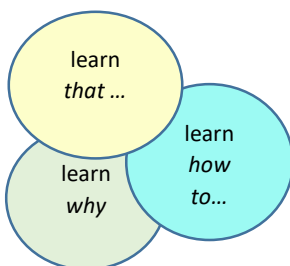
The diagram describes how the modules of Professional Practice, Subject Studies, and Professional Enquiry each contribute to a trainee’s development through the course of the training year.



At the centre is the trainee themselves; it is through their own effort and engagement that they make progress and achieve the qualification on completion of the programme.



The flow along the pale blue arrow takes the trainee through the stages of learning; pupillage, emerging independence and resilient practice, into the award of QTS and their Early Career.



The DfE’s Core Content Framework, encapsulated in the concurrent experiences of learning *that* (in their University-based and theoretical work) and learning *how to* (through practical application in the school setting) are integrated into the model in such a way that the trainee’s own sense of agency and identity are developed by their inclusion. Understanding *why* enables trainees to engage fully with their own values and the ethics of teaching, facilitating ongoing growth, study and leadership development.

Throughout, there is the opportunity to demonstrate and develop professional, values-based practice and to engage with the Warwick Teacher Values of social justice, intellectual curiosity and creativity.

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 the school's support alongside the University Tutor.

Each school provides a Professional Mentor (PM) to support with professional matters and a Subject Mentor (SM), who provides guidance on subject-specific issues. Further information on these roles is provided below.

Professional Mentors (PMs)

Professional Mentors co-ordinate trainees' work in the school and arrange a programme of experience which offers opportunities to explore whole-school or cross-curricular themes in detail. Their work covers these key areas

1. Oversight of training within the school/alliance
2. Oversight of mentors in the school
3. Liaison with the University

Oversight of training

PMs maintain oversight and coordination of in-school CPD for trainees. They:

1. Arrange trainees' general introduction to the school and a programme of meetings and training sessions to target whole-school issues.
2. Support other training entitlements, for example: ICT programmes and primary school placements.
3. Liaise with other mentors in the Alliance (where appropriate) to deliver the School Direct Alliance Day programme with reference to CTE guidelines.
4. Facilitate trainees' progress with university tasks and postgraduate assignments where appropriate, including a half-day authorised absence from school in the final half term for the trainee to undertake his/her viva and final assessment at the University.
5. Manage and monitor the assessment of trainees and ensure that the relevant collaborative reviews and assessment points are completed appropriately and on time.

Oversight of mentoring

PMs maintain oversight of mentors within the school, meaning that they:

6. Ensure coherence of subject mentoring across the school.
7. Ensure opportunities for sharing excellent mentor practice across the school.
8. Select appropriately qualified and experienced staff to act as Subject Mentors, providing training where appropriate.
9. Facilitate SMs' protection of time to complete weekly lesson observations and coaching meetings.
10. Monitor Subject Mentors' work for the benefit of trainees and pupils - for example, ensuring that lesson observations, feedback and weekly coaching meetings are taking place.

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11. Ensure that SMs' details are passed to CTE so that they are provided with access to the Partners' Intranet via the weekly bulletins (email: ctecurrentstudents@warwick.ac.uk).
12. Maintain contact with the school's designated Professional Practice Tutor to ensure mentors and trainees are supported by termly contact with CTE staff.

Liaising with the University means that PMs:

13. Ensure vetting check documentation is in place for each trainee prior to the placement start date.
14. Liaise with the School Direct and PGCE Core Team at the University concerning offers of trainee placements ([email:partnership@warwick.ac.uk](mailto:partnership@warwick.ac.uk)).
15. Liaise with other PMs within an Alliance to arrange trainee placements and to make transition arrangements between placements where appropriate.
16. Contact their Professional Practice Tutor in the case of any concerns and liaise regularly with them regarding settling in visits, collaborative reviews, and final assessments.

Subject Mentors (SMs)

Subject Mentors have a more focused and specific responsibility. They 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 Professional Practice Tutors about trainee progress and benefit from a Subject-Specific Mentor Forum (see staff responsible for the leadership of these on Page 6). They also provide an avenue through which University provision is related to the specific circumstances of the school. Subject Mentors and, to a lesser extent, Professional Mentors will play a key role in conducting learning conversations and take the leading role in assessing trainees' competence as classroom teachers, using the Teachers' Standards in their final assessments.

The role of the Subject Mentor is to:

1. Be aware of what constitutes effective teaching and learning and be able to communicate this to trainees (see the Core Content Framework and each trainee's Collaborative Review Document).
2. Attend Subject Mentor training as appropriate to understand and embed Instructional Coaching in practice.
3. Be familiar with the entitlement outlined in the ITT Core Content Framework (CCF) and work with the trainee to identify training in relation to the CCF as appropriate to the trainee's progression and setting.
4. Be familiar with the Teachers' Standards at the level appropriate for trainee teachers and use them in the final assessment of the trainee, completing the summative and final assessments at key points in the summer term.
5. Arrange trainees' induction into the department including a training programme and access to appropriate departmental resources, including ICT and buildings access.

6. Share the responsibility for promoting trainee reflections that are recorded in their Trainee Development Journal (TDJ) and in line with the Core Content Framework.
7. Arrange trainees' teaching timetables ensuring that an appropriate range of opportunities, including Post-16, SEN, ICT, PSHE etc. are provided, where required.
8. Liaise with their University Professional Practice Tutor and take part in a three-way meeting between Tutor, Mentor and trainee at the Collaborative Development Review meetings. Contribute to formative and summative assessment activities that contribute to trainee development and ensure consistency.
9. Organise other training and development opportunities for the trainees.
10. Brief other class teachers who will share responsibility for training and arrange for them to engage in observation of classroom practice to provide feedback for the weekly mentor/trainee meeting.
11. Conduct a timetabled weekly mentor/trainee coaching meeting (approx. 1 hour) where progress is discussed along with targets and specific action steps to help achieve these aims.
12. Ensure weekly observation of the trainee's teaching, by the SM themselves or an appropriately briefed classroom teacher with Qualified Teacher Status (QTS); this should include feedback that contributes to the weekly coaching meeting.
13. Consider the trainee's workload and wellbeing by monitoring and assisting 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.
14. Model good professional practice through work/life balance, and in the classroom and by being critically reflective.
15. Ensure trainees understand the school's marking and assessment policy, including how to ensure that marking is 'manageable, meaningful and motivating'
16. Maintain a training record containing all documentation related to the trainees' progress, via logs of weekly meetings etc.
17. Offer trainees the opportunity to experience reflection in practice from class teacher or Subject Mentor perspective.
18. Work with each trainee in a constructive, sensitive way, with the aim of developing his/her professional competence and confidence in reflective practice.

Induction checklists

(i) The Professional Mentor's role in induction:

- Provide trainees with welcome information about the school
- Provide trainees with information about the school, the local community, and the pupils and about standards achieved in school as reported by Ofsted
- 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 and prevent 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 have access to the required IT systems, including data and email and are fully informed about ICT provision and practice (including policy on use of phones and tablets in lessons)
- Explain departmental provision for Special Educational Needs
- Inform trainees of the school's Equal Opportunities Policy
- Ensure all trainees have provided electronic access to their Collaborative Review Document and Teacher Development Journal so that PMs and SMs can contribute to the trainee's development
- Ensure that trainees are informed about the school's approach to personalised learning

(ii) The Subject Mentor's role in induction:

- 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
- Ensure that the trainee has given them electronic access to their CRD and TDJ
- Explain and give access to departmental schemes of work, including expected levels of attainment, external exams and specifications.
- Explain any selection processes in place at the school and how students are grouped
- 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 in line with the guidance in Figure 2- Timetable guidance on Pages 15 &16
- Ensure that the trainee is supervised whilst training to teach by the class's regular teacher, who holds QTS.

Roles at the University

Personal Academic Tutor (PAT)

The Personal Academic Tutor will support student learning via:

- Academic support
- Routine pastoral support
- Signposting and referring to other support services and development opportunities
- Writing a reference

This is achieved through a termly 1-1 tutorial and a termly group tutorial, each of which are formally recorded through Tabula.

We encourage trainees to reach out to their PAT when they need help, being mindful that, whilst a supportive presence, a Personal Academic Tutor is not a counsellor or mental health expert. The PAT will signpost relevant University wellbeing services if they feel this is necessary to support the trainee.

Professional Practice Tutor (PPT)

The Professional Practice Tutor is **allocated to the school** and undertakes the following roles:

- Settling in Meetings* with SMs and trainees early in each placement to establish links with the school and ensure trainees have settled into placements.
- Visits* placement schools in terms 1 and 2 to observe teaching, meet school mentors, participate in the Collaborative Reviews and contribute to the coaching work of the SM.
- Liaises with the PMs and SMs in schools to agree activity during placement visits.
- Monitors all trainees' progress whilst on placement in that school.
- Oversees the Collaborative Reviews (terms 1 and 2, summative and final assessments) for the trainees within the school
- Undertakes a final *viva voce** assessment of the Teachers' Standards with the SM and trainee in the final term to agree final assessment grades for professional practice.

*These activities may take place online or in person, as appropriate

Placements

The Base School Placement (Term 1)

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 secondary education in general and in the context of the Base School.

Timetable

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

1. pastoral attachment
2. PSHE group
3. SEN context/setting within the school
4. progression towards whole class responsibility
5. a range of abilities and key stages, including post-16 where possible
6. a regular weekly mentor/trainee meeting to enable the weekly coaching cycle
7. regular team-teaching, small group work and observation (e.g., in Year 11 or 13) in line with the expectations of the ITT CCF.
8. 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.

The initial teaching timetable should represent a % of a teacher's workload, scaling up as the course progresses.

Guidance figures are as follows:

Half Term	Where placement takes place	% of 4 days teaching	No of lessons based on 5 lessons per day
Autumn term 1	Base School	Core: Observations and targeted CCF activity, some small group teaching or team teaching. Up to 70% of a teacher's timetable	13
		SD: Observations and targeted CCF activity, some small group teaching or team teaching. Up to 70% of a teacher's timetable	
Autumn term 2	Base School	Core: Observations and targeted CCF activity, some small group teaching or team teaching.	5 lessons of teaching Or 13 lessons observation/reflection/team teaching
		SD: Teaching Up to 40% of a teacher's timetable	7

Spring term 1	2 nd Placement School	Core: Observations and targeted CCF activity, some teaching or team teaching. Up to 70% (comprising 30% teaching)	5 lessons of teaching and 8-10 lessons observation/reflection/team teaching
		SD: Observations and targeted CCF activity, some teaching or team teaching. Up to 70% (comprising 40% teaching)	7
Spring term 2	2 nd Placement School (PGCE Core) Base School (SD)	Observations and targeted CCF activity, some teaching or team teaching. Up to 60% of a teacher's timetable	11
Summer term 1	2 nd Placement School (PGCE Core) Base School (SD)	Up to 70%	13
Summer term 2*	2 nd Placement School (PGCE Core)	Core: Up to 70%	13
	Base School (SD)	SD: Up to 70% School Direct Salaried: Up to 90%	16

Figure 2- Timetable guidance

* There is no provision at Warwick for this half term, so trainees are in school 5 days a week.

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 they 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 Subject Mentor 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. SMs will want to make use of the [Core Content Framework](#) to help ensure that the trainee has access to their full training entitlement whilst on placement.

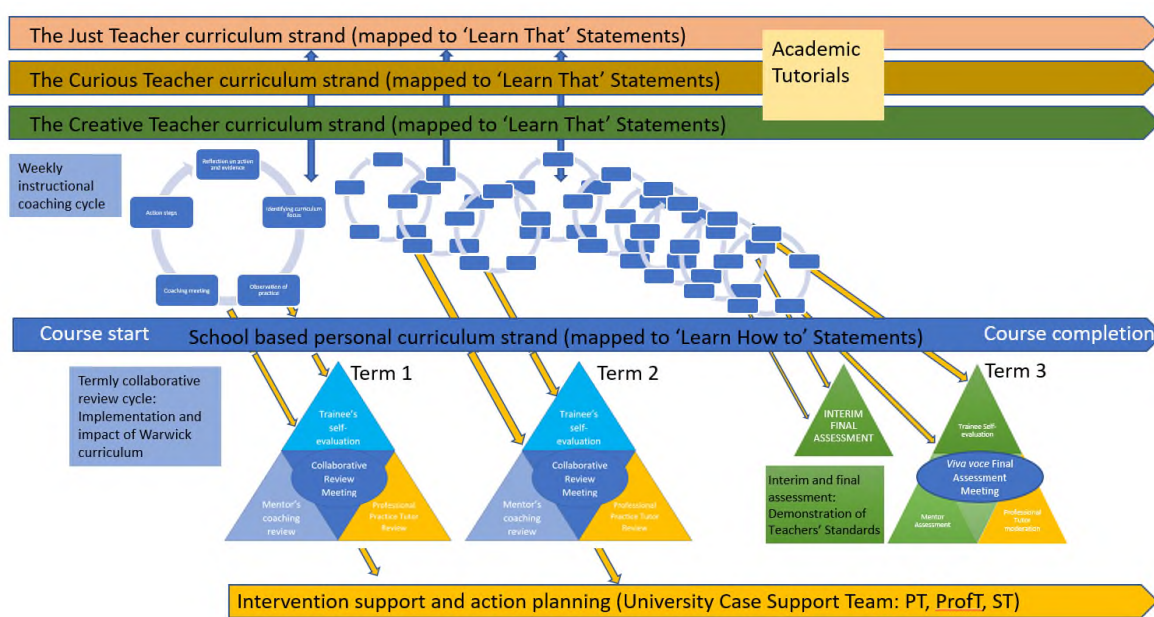
When the University's Professional Practice Tutor visits during the placement, they will check to see that the timetable fulfils as many of the criteria listed above as possible and they will perform a Collaborative Review to jointly consider the trainee's progress to date.

School Direct Training and Core trainees must be always supervised by a qualified teacher. We strongly recommend that School Direct Salaried trainees are also supernumerary and are similarly supported by a qualified teacher.

Trainees' Entitlements and the ITT Core Content Framework

The ITT Core Content Framework outlines a minimum expected training entitlement during the PGCE. The University sessions have been mapped to ensure coverage of the 'Learn That' statements. School placements will facilitate opportunities to engage with the activities described in the 'Learn How To' statements as appropriate to individual development targets. This content is fully embedded in the trainees' Collaborative Review Document.

The diagram below shows the strands of teacher development and how the weekly mentor/trainee meetings and the coaching cycle fit into the assessment schedule, resulting in assessment for QTS at the end of the course.



The two school placements will provide the following opportunities:

Observe good and outstanding teaching and learning.

- Observe modelling by teachers of teaching strategies and pedagogy
- Discuss teaching and learning with teachers whose lessons they have observed.
- Work with individual pupils and small groups of pupils.
- Evaluate lessons with the help of an experienced teacher.
- Jointly plan with a fellow trainee (where possible).
- Plan for and teach their own classes.
- Observe/assist with cross-curricular activities where possible.

Training sessions and meetings

- Participation in a school-based professional studies programme.
- Weekly observation of practice by mentors or experienced teachers who will share notes on the Weekly Instructional Coaching Notes form.

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- A regularly timetabled mentor/trainee meeting each week to discuss observation of practice and establish clear goals and targets within the dialogue that focus upon the development of teaching strategies and the learning of pupils within the lesson.
- Opportunities to observe the practice of experienced teachers.

Complementary Placements (2nd placement schools for PGCE Core only)

It is good practice for the Complementary Placement school to provide a welcome pack for the trainee and to provide an induction experience prior to the commencement of the placement.

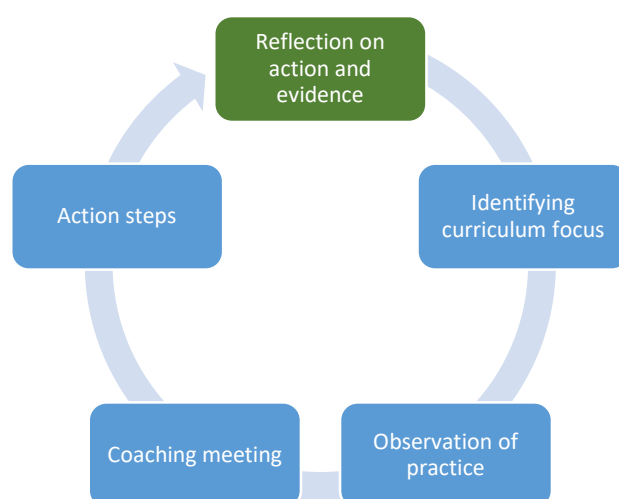
Contact should be established with the Subject Mentor and, if this is a new mentor in the Warwick Partnership, their contact details should be sent to ctecurrentstudents@warwick.ac.uk.

Weekly Subject Mentor/trainee meetings

In both placements there is an expectation that a timetabled weekly mentor/trainee meeting takes place. In this meeting, the following supporting documentation should be used. Where appropriate, these are available to download from the [mentor toolkit](#).

- Weekly Coaching Notes Form
- Collaborative Review Document (a digital document owned by the trainee and shared with the school mentors for them to access and edit as required)
- Trainee's Teacher Development Journal (TDJ) described below

The weekly mentor/trainee meeting is the ideal opportunity for mentors to discuss trainees' progress with them. We expect all trainees to operate at a high level of professional practice. By the end of the course, they are expected to produce and use clear and detailed lesson plans, evaluations, and records of pupils' progress and to be able to explain their rationale and learning arising through these processes. The weekly meeting is an opportunity for a mentor to model best practice or collaborate with the trainee, particularly when they are in the early stages of learning about structuring learning activities. We expect all trainees to have a high level of "agency" and to be pro-active in organising and evaluating their own development. Their use of the Collaborative Review Document is central to this process.



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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.

At the start of the mentor/trainee relationship it is helpful to agree some expectations for the way the meetings will take place. Within a model such as ours, based on [Instructional Coaching](#), we suggest the following outline, available to download from the [mentor toolkit](#).

This Coaching Contract between the **trainee teacher** and the **Subject Mentor (Coach)** will define your working interactions and expectations for the “Instructional Coaching” process for a positive, collaborative relationship. Subject Mentors possess the ability to inspire trainees, affect change, support trainee growth and move thinking forward. As an instructional coach, the Subject Mentor will listen, question, support, guide and work with the trainee to set goals, put actions into place and reflect on practice to develop and enrich professional growth.



The Subject Mentor (Coach) will:







- Provide a space and time** for the coaching conversations to take place. (comfortable, no distractions, regular, weekly)
- Be an active listener**-listen to the trainee process their own thinking and learning. (Listen, paraphrase, check)
- Stay focused on the trainee** -Focus on the strengths, emerging skills and individual target.
- Ask open questions**- Probe the trainee to think deeply, critically and reflectively without being judgmental of responses. (Use question stems to support-Instructional Coaching Support for Subject Mentors)
- Collaborate** with the trainee to help deepen that thinking. **Use expertise and experience.**
- Offer guidance and support** to address the identified target. Use the professional network in the setting.
- Observe the trainee** over a range of lessons and daily routines.
- Collect data to share** and inform future coaching conversations. Use the ICN, CCF coaching tool kit

The trainee will:

- Be prepared** for the weekly coaching conversation. Attend on time.
- Provide** the Subject Mentor (Coach) with documents pertinent to the coaching conversation. (Core Content Framework, Discussion documents, Collaborative Review Document, ICN, lesson plans)
- Lead the discussion**-Identify emerging skills, prioritise targets.
- Be open** to suggestions to positively and successfully implement changes in practice.
- Ask questions**- Request support.
- Be observed** over a range of lessons and daily routines.
- Lead** additional observing teachers through data to be collected and action steps being taken.
- Continuously reflect** on practice.
- Share thoughts**, perspective and reflections to inform future coaching conversations.

Both the Subject Mentor and trainee will:
Be open and respectful.
Communicate fluidly.
Maintain confidentiality.

The Weekly Coaching Notes Form (below and downloadable from the [mentor toolkit](#)) poses questions to enable mentor and trainee to reflect effectively on the trainee's teaching practice and to identify the next steps towards becoming a just, curious, and creative teacher.

Warwick Secondary Partnership for Teacher Education WEEKLY INSTRUCTIONAL COACHING NOTES					
Trainee Mentor Contributing observers Week beginning date				*CCF = Core Content Framework. This is contained in the Collaborative Review Document, filled in weekly and owned by the trainee. This document will form a key part of the formative assessment process during terms 1 and 2 of training.	
Steps of the Instructional Coaching Model (Knight, 2018)	Sequence of action steps with guidance notes	Notes	Steps of the Instructional Coaching Model (Knight, 2018)	Sequence of action steps with guidance notes	Notes
IMPROVE Analyse the new reality	Observers collect data across the week  What does the observer witness during the lesson in relation to the trainee's target? Collect agreed data to support observations; evidence may include: pupils' time on task; levels of engagement; type/kind of questions asked; teacher v pupil talk; no. of different pupils responding; no. of disruptions etc.		IDENTIFY Identifying the reality of trainee practice using data	Observers' questions for new action steps  Pose specific questions to support the coaching discussion. Aspects of the trainee's practice which the trainee could consider? Questions which prompt consideration of subject-specific pedagogies and strategies should feature here. (CCF* can support in identifying questions for specific actions to achieve targets)	
IMPROVE Analyse the new reality	Trainee reflection in a community of practice.  Are the actions for the Targets having a positive impact on practice? What are the indicators of positive change? How are you using the data to identify this change? What further guidance will be helpful? What reading will you do to support your change? (Use the CCF* to identify where you are in your practice and for further specific actions to achieve targets)		LEARN Set goals and identify and explain teaching strategies	Co-constructed target  Agree together, what is the trainee going to target/focus on and build into their practice? Consider what the indicators of positive change/achievement of targets might look like <u>Like</u> what will new data look like? (CCF* should identify areas of focus for targets) Actions (related to target) What actions will the trainee take to address and focus on the new targets? Identify these together <u>and</u> specific teaching strategies (CCF* should identify specific actions to achieve targets)	
IMPROVE Analyse the new reality	Summary of coaching discussion  How well does the trainee's understanding of reality match with that of the observers' data? How successful have the actions to meet the targets been? (Reference to the CCF* will deepen the discussion/offer sources of research to follow-up)		LEARN Provide support until goals are met	Mentorship  What will be put in place to help the trainee meet these targets? What will the mentor, class teacher or other expert colleague do to support outcomes for the trainee <u>and</u> further discussion/dialogue, arranging focused observations of expert colleagues/modelling strategies/co-planning/setting up class (What the mentor does here should be informed by the CCF*)	

Trainee Development Journal (TDJ)

Trainees will use software to complete an electronic portfolio, the Trainee Development Journal (TDJ). This is a compulsory element of the course and serves several purposes for a trainee as well as key stakeholders within schools and the University.

The TDJ is a communication tool and should be used as both a platform for self-expression and a demonstration of a trainee's abilities as a practitioner. Trainees will respond to tasks throughout the year, so it is a formative document throughout the training year but becomes summative towards the end. Since the portfolio is housed online, it can be maintained dynamically over time, and can be tailored to permit varying degrees of audience access, including visibility and the ability to offer feedback. It is envisaged that the contents of the TDJ will change and develop as the year progresses.

Question? Contact us at - partnership@warwick.ac.uk

The TDJ also offers an opportunity for Mentors and Professional Practice Tutors to monitor their trainees' progress and offer formative feedback. It is expected that trainees share their TDJ with their mentors and offer their work for constructive criticism. This may form a useful discussion point at some of the weekly coaching meetings.

Meetings with University Tutors and Collaborative Reviews

The Professional Practice Tutor will visit the trainees in a placement school in line with the schedule below. They will primarily be connected to the school itself and will liaise with the Alliance Lead or Professional Mentor to discuss the priorities and foci for their meetings, mentor development and any training needs. The Professional Practice Tutor will let trainees know if they elect to observe their teaching.

Professional Practice Tutor visits can include:

1. Observation of teaching by trainees
2. Discussion with trainees about progress and target setting
3. Discussion with mentors of:
 - i. training opportunities in line with the ITT Core Content Framework
 - ii. timetabling and adjustments to teaching with mentors
4. Intervention support for mentors with struggling trainees
5. Participation in Collaborative Review Meetings with trainees

In the event of further disruption out of our control, it may be necessary to undertake some activity remotely to achieve the same aims, so these meetings may take place online or at the school.

Professional Practice Tutor Visit Schedule

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Settling in meeting online	PPT school visits	Settling in meeting online *	PPT school visits		Final assessment Viva meeting
	Additional intervention visits as required				

**For School Direct Trainees, the second settling in meeting will take place in a complementary placement so timing may vary. This meeting will be completed by the School Direct Alliance Lead.*

Term 1 and 2 collaborative review



As part of the formative assessment of each trainee, the Collaborative Review will comprise a 3-way conversation between the trainee, mentor, and tutor to check the trainee's access their training entitlement and to outline areas of progress and targets for future development. The following supporting documentation should be used:

- Weekly Coaching Notes Form
- Collaborative Review Document

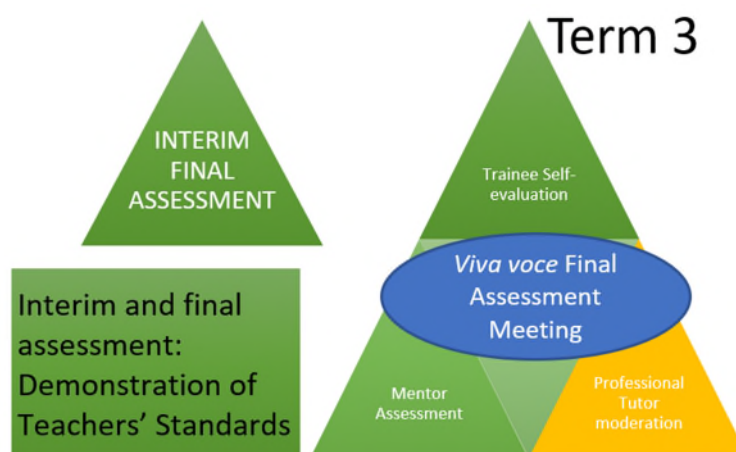
When there are concerns about a trainee's progress

Where the Subject Mentor identifies concerns about the progression of practice in placement they should raise this with the Professional Practice Tutor and Professional Mentor so that an intervention plan can be put in place. The Professional Practice Tutor will lead this process in the case of Core (University-led) trainees. In the case of SD trainees, the Professional Mentor will take the lead.

Failure to demonstrate sufficient progress on an intervention plan will result in further involvement of the University to agree the course of action. The Professional Practice Tutor will advise on this course of action and may refer the case to one of the course leaders.

LEVEL OF CONCERN	CONTACT WHO WILL REGISTER CAUSE FOR CONCERN	INTERVENTION: PROCESS/SUPPORT
STAGE 1	Mentor, Professional Practice Tutor,	Mentor or Professional Practice tutor Copy of Intervention Plan to SM, PM, PPT, PAT & trainee Monitoring via intervention review process
STAGE 2	Professional Practice Tutor, Mentor	Professional Practice Tutor, Senior Lead Tutor Areas of concern, targets for improvement and actions for the trainee will be recorded in the Stage 2 Intervention Plan. Failure to progress in respect of targets may result in early termination of a placement, failure of the professional practice modules or referral to the suitability to teach and fitness to practise review panels. Copy to SM, PM, PPT, PAT, Senior Lead Tutor & trainee

Assessment of the Teachers' Standards



Assessment of the Teachers' Standards will take place in the final weeks of the summer placement. The Subject Mentor will use the University's assessment paperwork to provide an interim (summative) assessment and a final assessment will be completed by both the Subject Mentor and Professional Practice Tutor at the final viva voce meeting.

Question? Contact us at - partnership@warwick.ac.uk

The summative assessment section of the Collaborative Review includes descriptors of expected levels of practice in order to meet the Teachers' Standards. Practice in each of the Teachers' Standards will be graded as "Not Yet Meeting," "Meeting" or "Exceeding" the expected level of practice. In order to be recommended for the award of QTS, all elements of the Teachers' Standards should be assessed at least as "Meeting the Standard." The final assessment for each of the Teachers' Standards including the preamble and Part 2 of the Standards will be agreed by the Subject Mentor and Professional Practice Tutor, recorded on the trainee Collaborative Review Document, and submitted directly to CTE for confirmation at the Final Exam Board.