

What are we doing and how does it fit together?

Welcome to the PGCE FE Mentor Connect half-termly newsletter. In this edition:

Section 1 Course updates

Section 2 Assessment updates

Section 3 FAQs for Mentors – your questions answered

Section 1: Professional Development Studies and Subject Specialism Days on Campus -Tuesdays.

Link to resources in **blue**, teaching practice uni/placement activities in **green**

Week 9 7 th Nov	Topic: Curriculum Case Study Topic: Literacy across the Curriculum Resource: A 3 Tier Approach to Supporting Learners
Week 10 14 th Nov	Subject Day – see individual subject programmes Introducing PebblePad – mentees will share their portfolio with their mentor Teaching observations (first one UW tutor and subject mentor together)
Week 11 21 st Nov	Topic: Teacher Identities – professional, situated and personal Topic: Module consolidation Topic: Personal Philosophies of Teaching Teaching observations (first one UW tutor and subject mentor together)
Week 12 28 th Nov	Topic: Shimamura’s MARGE model – a whole brain approach Resource: Discussion of Shimamura Topic: Supporting Additional Needs - resources Resource: Universal SEND Services Teaching observations (first one UW tutor and subject mentor together)
Week 13 5 th Dec	Topic: Reviewing College experience of SEND Topic: Working with Learning Support colleagues Topic: Maths – everyday maths and maths across the curriculum Teaching observations (first one UW tutor and subject mentor together)
Week 14 12 th Dec	Topic: Digital Skills Workshop Topic: Academic Integrity awareness and guidance Teaching observations (first one UW tutor and subject mentor together)
Week 15- 16	BREAK
Week 17 2 nd Jan 24	Online tutorials – all trainees to prepare Spring Action Plan and meet with PAT Teaching Observations
9 th Jan 24	Topic: Motivation in learning Topic: Literacy Across the Curriculum Spring Action Plan shared with mentors Teaching Observations
16 th Jan	Assignment A – formative task Careers in FE Teaching Observations
23 rd Jan	Writing Retreat at the Hive Teaching Observations

Section 2: Course assessments and assignments

1. Teaching Practice – PebblePad

Lesson Observations

Trainees are expected to have at least one formal observation by the end of Term 1. This will be carried out as a **joint learning observation (JLO)** between subject mentor and university tutor. Your trainee will arrange this with you.

The role of informal feedback is highly valued and trainees are encouraged to capture this as notes their **PebblePad Professional Discussions** log. This includes, informal discussions on planning and teaching, mentor meetings and discussions with placement colleagues.

2. Module Teaching Learning and Assessment - This module has 1 assignment submitted in 2 parts

Assignment A

Part 1 Annotated Sequence of Delivered Lessons

Trainees plan and deliver a sequence of 4-6 lessons for this task. The sequence of lesson plans should be annotated after delivery to show the following

- a. 2 examples of subject pedagogy and justification of your choice
- b. 2 examples of formative assessment and justification of your choice
- c. 2 references to evaluative notes on the sequence of your plans and the impact of the sequence
- d. 2 examples of inclusive practice and reference to the principles of inclusive practice supporting your choices
- e. 2 examples of where you have adapted/tweaked the sequence and why you adapted and what the impact on learners was

Part 2 A written critical commentary of the delivery of the learning sequence

Trainees should use their annotations to critically evaluate practice and comment on emerging themes. You can support your mentee by observing their practice, providing feedback and engaging in critical debate about their practice.

Course dates and events

Joint Learning Observation – completed before 15th December 2023

Spring Action Plan – completed by trainee and university tutor early January

Mentor Training

Professional Report 2 to be completed by Mentors and Tutors

Section 3: FAQ's for subject mentors

What is the PebblePad portfolio?

This is the trainee's teaching practice portfolio. It is shared managed by trainees, monitored by tutors and shared with mentors by trainees. Mentors are able to view the contents and edit the Professional Reports and Lesson Observations pages.

Where do I record my observations?

PebblePad is used to record the lesson planning and observation process. There is a single, editable page for this in PebblePad.

What are the stages of the observation process?

- Trainee books observation in consultation with mentor/tutor
- Trainee informs their Personal and Academic Tutor (PAT) who records detail
- Trainee completes lesson plan information online on PebblePad at least 2 days in advance of observation. Note: lesson plan must include previous targets for observer to feedback on
- Trainee and observer meet as soon as possible after the observation to discuss strengths, impact and areas for improvement. This professional discussion is a very powerful part of the observation process and should start with the trainee reflecting on their practice. This is followed by professional discussion and agreed targets . Targets should provide the opportunity for trainee to show strides in progress and link to practice themes, for example, CLE1. Observer writes up targets on Pebblepad. Note: as mentor, it is useful to have a copy of the Review of Progress booklet to annotate and keep for your own records
- Trainee adds targets to targets page and reuses in future observations

What observation training are available?

The main observation training is completed through a Joint Learning Observation (JLO) as the first observation. This will give mentors the opportunity to be guided through the observation process.

You can book Teams meetings with Jane or Mike at any time

Next mentor training session: Friday 2nd February 2024 on Teams

Thank you for supporting our trainees!



Contacts

Jane Sisk j.sisk@worc.ac.uk
Course Leader

Mike Tyler m.tyler@worc.ac.uk
Course Tutor
Sport Subject Specialist