

### **Primary Undergraduate Year 2**

### **Managing the Classroom – Mentor Guide**

2023-2024



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#### The Newman Curriculum – One Page Profile

The Newman Curriculum has been co-designed with school colleagues, external experts and former trainees and was introduced through the revalidation of all PITE programmes in 2020-21.

The programme supports and underpins students' academic and professional development in five core themes: Role of the Teacher; Teaching Learning and Assessment; Adaptive Practice; Understanding and Managing Behaviour and Curriculum Subject Knowledge.

Each theme was designed to incrementally build knowledge throughout the developmental stages of the programme and inform students' practice whilst on school placement. A summary of the five themes is included below for ease of reference for partnership schools whilst students are in school:

Theme 1: Role of the Teacher **Role of the Teacher:** This encompasses all aspects of professional practice, such as safeguarding, Prevent, understanding the communities we work in and statutory responsibilities within the profession. Part Two of the Teachers' Standards is used to explicitly inform trainees of what is expected of them as professionals in school.

Theme 2: Teaching, Learning and Assessment **Teaching, Learning and Assessment:** This theme prepares trainees for teaching in school by providing an awareness and understanding of research informed pedagogical models and developmental assessment practices. This is supported by practical opportunities to develop their skills during taught sessions & in the classroom environment on placement.

Theme 3: Adaptive Practice **Adaptive Practice:** This umbrella theme includes multiple aspects of inclusion, including SEND, mental health and wellbeing training to ensure equity for all groups of learners. Adaptive practice also permeates through all Newman themes to ensure that trainees understand that children's physical and mental development is key in all curriculum areas.

Theme 4: Understanding and Managing Behaviour

**Understanding and Managing Behaviour:** This theme looks at a range of behaviours and behaviour management techniques in the classroom. It also explores how trainees can manage their own behaviour and work professionally with colleagues.

Theme 5: Curriculum Subject Knowledge **Curriculum Subject Knowledge**: This theme recognises the responsibility that practitioners have in developing a deep and secure subject knowledge base across the core, foundation, and wider curriculum. Explicit university-led training across the curriculum is supported by directed activity on placement to ensure full curriculum coverage.

#### Introduction

Thank you for supporting Birmingham Newman University trainees.

This booklet is designed as guidance for work-related placement aspects of the trainee's Undergraduate Course. The activities have been developed in line with the Newman Primary ITE Curriculum, based on feedback and suggestions from partner schools and Newman tutors. The training plan in the trainee version of the booklet outlines the **minimum** activities they are expected to undertake for Stage 2 of their professional experience, and they are encouraged to plan additional opportunities with you as appropriate.

Abbreviations used in this booklet:

M – Mentor

PM – Professional Mentor

PT – Placement Tutor – university staff who will conduct placement visits/provide support for mentor/professional mentor.

At various stages during the completion of their tasks, the trainees will be asked to reflect on what they have learnt:

\*\* Reflection point – what have you learnt from these activities? Record this in your e-Portfolio and answer the Big Question.

All trainees have an ongoing e-portfolio in which to add their completed activities and write a weekly focused reflection linked to the weekly Big Question. The trainee is expected to share their e-Portfolio with you on a weekly basis to demonstrate that they are keeping on track. The weekly evaluation form has a section which can then be ticked by you to show that they have shown you their e-Portfolio and how it is progressing.

The next pages give an overview of their weekly expectations.

The highlighted sections show where your support regarding planning/checking planning, observation and weekly meetings will assist the trainee in completion of their Stage 2.

Please note that all necessary forms for completion by the mentor/professional mentor can be found on our Partnership section of the website: <a href="ITE Teaching">ITE Teaching</a> Partnerships - Birmingham Newman University.

#### Forms to be accessed:

- Weekly meeting form
- Mid-point review form
- End-point review form
- Stage 2 Observation Form
- Synthetic Phonics Observation Form
- Record of attendance (the trainee will complete their version and ask you to sign at the end of placement)

If you feel that a trainee requires a support plan at any stage on the placement, please contact the trainee's allocated placement tutor from the University.

We encourage students to teach primary physical education, but they must always be supervised by a member of staff who holds QTS. As highlighted in the Safe Practice in Physical Education, School Sport and Physical Activity book (Caldercott, Scott and Hickman, 2020), student teachers should not be given full, unsupervised responsibility within a practical PE, school sport or physical activity session for any group of children, as they are not considered fully competent to teach until they are signed off as having reached the required level of competence against the QTS standards.

When teaching primary physical education, we recommend students to integrate the SHARP Principles into their practice. More information regarding the SHARP Principles can be found here <a href="https://youtu.be/etqqSDNRSMM">https://youtu.be/etqqSDNRSMM</a>. For a copy of the SHARP Principles resource cards please contact e.powell@staff.newman.ac.uk.

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training <a href="mailto:LBU\_Anti\_Racism\_11-compressed.pdf">LBU\_Anti\_Racism\_11-compressed.pdf</a> (ncl.ac.uk).

### **Overview/checklist of Weekly Tasks**

Week 1: Safeguarding (no teaching)		
BQ1	How is safeguarding implemented in the setting?	
BQ2	How is the children's wellbeing supported by the class teacher?	
Task 1:	Read the school Code of Conduct and Policy for Staff Absence.	
Task 2:	Read the school Safeguarding and Child Protection Policy. Note down the	
	procedure for reporting a concern.	
Task 3:	Read the school Behaviour Policy.	
Task 4:	Observe your class teacher three times. Record your observation on the Newman	
	Observation Proforma.	
Task 5	Plan to team teach a lesson with your mentor next week.	
Task 6:	Update your e-Portfolio with the documentation from Week 1, <b>including NCCAT 1.</b>	
Week 1: ongoing tasks		
Support the class teacher as directed		
Complete the weekly review and analysis with your class teacher/mentor		
Upload NCCAT 1		

Week 2: Learning Environment (team teach lesson)		
BQ1	How does the class teacher promote a positive learning environment?	
BQ2	How does the class teacher encourage engagement during lessons?	
Task 1:	Observe your class teacher three times. Record your observation on the Newman     Observation Proforma.	
Task 2:	Track two pupils progress in the core subjects. One pupil should be working below expectations and one pupil should be working above expectations.	
Task 3:		
Task 4:	Observe a phonics lesson (you may need to arrange to go to a different class for this).	
Task 5:	Team teach a lesson with your mentor.	
Task 6:	sk 6: Update your e-Portfolio with the documentation from Week 2.	
Week 2: ongoing tasks		
Support the class teacher as directed		
Complete the weekly review and analysis with your class teacher/mentor (sharing your e- Portfolio and NCCAT).		
Meet with your PT on Teams (or arrange a convenient time).		

Week 3: Behaviour Management (15% teaching)		
BQ1	How does the class teacher effectively manage classroom behaviour?	
BQ2	What strategies will you use in conjunction with the school Behaviour Policy?	
Task 1:	Teach the three foundation subjects you planned last week. One of these	
	lessons should be formally observed by your mentor.	
Task 2:	Familiarise yourself with any EHCPs and IBPs of children in your class.	
Task 3:	Complete the planning for four foundation subjects ready for next week on	
	the Newman Proforma.	
Task 4:	Observe your class teacher twice. Record your observation on the Newman	
	Observation Proforma.	
Task 5:	5: Observe a different teacher once. Record your observation on the Newman	
	Observation Proforma.	
Task 6:	Update your e-Portfolio with the documentation from Week 3.	
Week 3: ongoing tasks		
Support the class teacher as directed.		
Weekly lesson observation by the class teacher/mentor.		
Complete the weekly review and analysis with your class teacher/mentor (sharing your e-		
Portfolio and NCCAT).		
Schedule a date and time to complete the MPR during Week 4.		
Contact your PT to schedule an in-person visit next week (or arrange a convenient time).		

Week 4: Adaptive Practice (20% teaching)		
BQ1	How does the class teacher adapt their practice to promote progress?	
BQ2	How does the school work with families and agencies to identify and remove barriers to learning?	
Task 1:	Meet with the SENDCo and discuss their responsibilities.	
Task 2:	Observe the teaching of PE with your class. Record your observation on the Newman Observation Proforma.	
Task 3:	Track a pupil working in the core subjects. Ideally, choose a pupil with SEND.	
Task 4:	Teach the <b>four</b> foundation subjects you planned last week. One of these lessons should be formally observed.	
Task 5:	Complete the planning for <b>five maths lessons</b> and <b>one PE lesson</b> ready for next week on the Newman Proforma.	
Task 6:	Update your e-Portfolio with the documentation from Week 4.	
	Friday 12 <sup>th</sup> April is University Return Day	
Week 4: ongo	ing tasks	
Support the cla	ass teacher as directed.	
Weekly lesson observation by the class teacher /mentor.		
Complete the weekly review and analysis with your class teacher/mentor (sharing your e-		
Portfolio and NCCAT).		
Complete the MPR.		
Complete your in-person PT visit – if arranged for this week.		

Week 5: Maths Subject Knowledge (30% teaching)		
BQ1	How are the key principles of maths taught in your key stage?	
BQ2	How does the class teacher manage engagement in maths?	
Task 1:	Track a pupil's progress in the core subjects. Ideally, a pupil with SEND.	
Task 2:	Teach the <b>five maths lessons</b> and <b>one PE lesson</b> that you planned last	
	week. One of these lessons should be formally observed.	
Task 3:	Complete the planning for <b>five English lessons</b> and <b>one phonics lesson</b> ready for next week on the Newman Proformas. The latter may need to be arranged with a different class.	
Task 4:	Update your e-Portfolio with the documentation from Week 5, <b>including NCCAT 2.</b>	
Week 5: ongoing tasks		
Support the class teacher as directed.		
Weekly lesson observation by the class teacher/mentor.		
Complete the weekly review and analysis with your class teacher/mentor (sharing your e-		
Portfolio and NCCAT).		

Week 6: English Subject Knowledge (30% teaching)		
BQ1	How does the class teacher conduct guided reading?	
BQ2	How are the key principles of English taught in your key stage?	
Task 1:	Observe pupil activity and progress in guided reading.	
Task 2:	Teach the five English lessons and one phonics lesson that you planned	
	last week. The phonics lesson should be formally observed.	
Task 3:	Complete the planning for eight lessons ready for next week on the Newman	
	Proforma. These lessons can be a mixture of core and foundation subjects.	
	(see week for EYFS)	
Task 4:	Update your e-Portfolio with the documentation from Week 6.	
Week 6: ongoing tasks		
Support the class teacher as directed.		
Weekly lesson observation by the class teacher/mentor.		
Complete the weekly review and analysis with your class teacher/mentor (sharing your e-		
Portfolio and NCCAT).		

Week 7: Wider Responsibilities and Ethos (40% teaching)		
BQ1	How is the school ethos promoted in the classroom and across the school?	
BQ2	Why is it important for teachers to undertake wider responsibilities?	
Task 1:	Teach the <b>eight lessons</b> that you planned last week. One of these should be formally observed.	
Task 2:	Complete the planning for <b>ten lessons</b> ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects. (see week for EYFS)	
Task 3:	Update your e-Portfolio with the documentation from Week 7.	
Task 4:	Read the following report (p.3-9, p.21-23). <a href="https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach">https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach</a>	
Task 5:	Are you aware of your rights and responsibilities to report racism whilst on training? What is the process in your current school? How can Newman support you?	
Week 7: ongo	ing tasks	
Support the class teacher as directed.		
Weekly lesson observation by the class teacher/mentor.		
Complete the weekly review and analysis with your class teacher/mentor (sharing your e-Portfolio and NCCAT).		
Contact your PT to schedule an in-person / online visit for next week.		

Week 8: Teaching, Learning and Assessment (50% teaching)			
BQ1	How does the class teacher use formative and summative assessment to track progress?		
BQ2	How does the school use formative and summative assessment to ensure progress?		
Task 1:	Teach the <b>ten lessons</b> that you planned last week. One of these should be formally observed.		
Task 2:	Complete the planning for <b>ten lessons</b> ready for next week on the Newman Proforma. These lessons can be a mixture of core and foundation subjects. (see week for EYFS)		
Task 3:	Update your e-Portfolio with the documentation from Week 8.		
Week 8: ongoing tasks			
Support the class teacher as directed			
Weekly lesson	Weekly lesson observation by the class teacher/mentor.		
Complete the weekly review and analysis with your class teacher (sharing your e-Portfolio and NCCAT).			
Complete the final PT visit (online / in-person).			
Schedule a date and time to complete the EPR during Week 9.			

Week 9: Role of the Teacher (50% teaching)		
BQ1	Which experience from SE2 has been most valuable to the development of your teacher identity?	
BQ2	How have your managed your own well-being and workload whilst on SE2?	
Task 1:	Teach the <b>ten lessons</b> that you planned last week. One of these should be formally observed.	
Task 2:	Agree targets for the action plan with your class teacher/mentor for SE3.	
Task 3:	Update your e-Portfolio with the documentation from Week 9, <b>including NCCAT 3.</b>	
Week 9: ongoing tasks		
Support the class teacher as directed.		
Weekly lesson observation by the class teacher/mentor.		
Complete the weekly review and analysis with your class teacher/mentor (sharing your e-Portfolio and NCCAT).		
Complete EPR with your mentor and send to your PT.		

### **Roles and Responsibilities**

Role of Placement Tutor (University)		
What do we do?	How do we do it?	
Ensure effective training procedures/processes are in place	Through initial introductory discussions with mentors and placement visits, ensure that mentor understands where to locate all documentation via the Partnership Website: Partnerships at Birmingham Newman University - Birmingham Newman University	
Check all mentors are 'in training' and have a good understanding of NCCAT/ Newman Curriculum/ Themes / Big questions and how these can be used in the weekly target setting process	In first meeting with mentor, check that mentor training has been attended/accessed. If not, signpost to training and offer bespoke training for mentor needs	
Check mentor understanding of how the above are integral to setting SMART targets	In first meeting with mentor, discuss the use of SMART targets – and how these can link to the NCCAT/Big questions/Classroom practice	
Trainees have access to all school policies/all aspects of compliance/IT access	In the first meeting, check that all school policies – especially relating to Safeguarding – can be accessed by the trainee. Check that they also have access to necessary IT tools/sites.	
Assess the training needs of the mentor and deliver additional bespoke training where required.  Monitor/quality assure the quality of mentoring and support interventions in school where needed to enhance trainee experience.	Through initial introductory discussion with mentor, find out whether they have undertaken the Newman Mentoring role previously. If not – ascertain any additional training needs they may require	
Liaise with school mentor to enhance, develop, and manage a collaborative professional relationship throughout placement. Ensure contact details shared.	Ensure email addresses are shared at initial meeting to enable communication when necessary, regarding trainee progress/arranging visits/bespoke mentor training needs	
Monitor the quality of mentoring and provision in school to ensure the strength of training aligns with expectations	Through conversations/meetings with trainee/mentor ensure additional support is provided where required and that trainees are making the necessary links between their centre based and school based training.	
Liaise with the Year Leads/Subject Tutors, Programme Leads University professionals to ensure trainees' professional and mental health/well-being needs and workload are monitored/met during placements in setting.	Be the first link for the trainee if they require additional support in these areas – and where necessary signpost to student support services and Academic Personal Tutor.	
Work collaboratively with other Placement/Subject Tutors and the Partnership Lead to develop mentoring and coaching of HE and school-based staff.	Complete end of evaluation processes to ensure the continuous development/improvement of mentoring training and provision. Utilise the specialist support of colleagues where required.	
Monitor and oversee any Support Plans	Oversee and assist with the writing of support plans/target setting and success criteria and the review process when required.	
Co-ordinate and manage any breakdowns of placement and communicate between Partnership Leads and Professional Mentor/Subject Mentors/Mentors.	Be the first link to liaise with trainee and school staff to resolve any issues or concerns that may arise	

Role of Mentor (School)		
What do we do?	How do we do it?	
Provide appropriate mentoring support in line with the expectations outline	ed in the National Standards for school-based initial teacher training (ITT) mentors	
Support the trainee with their weekly meetings and planning preparation	Be approachable, make time for the trainee, and prioritise meetings and discussions with them.  Use a range of effective interpersonal skills to respond to the needs of the trainee;	
Be responsible for the day-to-day supervision of the trainee teachers in their school.	Ensure timetable provision and oversee trainee placement	
Contribute to the quality assurance processes as required	Enable joint observation of trainee on Placement Tutor/Subject Tutor visit,complete first drafts of Mid and End Point reviews alongside trainee, liaise with PT/ST on Mid-Point and End-Point completion/complete evaluation at end of placement	
Provide weekly opportunities for quality Trainee Planning, Preparation and Assessment (TPPA) time.	Ensure trainees have ring-fenced time for weekly preparation, alongside the mentor where possible.	
Facilitate opportunities for trainees to try a range of teaching strategies and approaches, including individual, group and whole class teaching- in order to develop their own practice	Model exemplary practice in planning, teaching, and assessment	
Observe and monitor the trainee's overall performance weekly, providing verbal and written feedback on lessons observed, using the Birmingham Newman University documentation.	Complete one formal lesson observation per week – and the completion of observation forms and constructive, clear, and timely feedback to trainee	
Be available to perform joint observation and/or feedback with PT/ST during their school visit.	Enable time within the school day to undertake a joint observation with the Placement/Subject tutor when they visit the trainee	
Contribute to trainees' target setting within weekly review meetings.	Ensure a Weekly Review meeting to review and set SMART targets, discuss weekly Big Question and evidence for NCCAT	
Discuss the strengths and areas for development of the teaching observed and suggest skills or strategies to enable the trainee to continue to develop professionally.	Use appropriate challenge to encourage the trainee to reflect on their practice	
Give guidance and access to resources in the classroom.	Enable access to necessary IT and resources for planning and teaching	
Ensure trainees complete placement tasks as required.	Access and follow the Mentor Placement booklet/guidance and check eportfolio in weekly meetings	
Ensure Primary Trainees can teach PE and other Foundation subjects according to placement guidance ad requirements	Follow guidance in the Placement Booklets to ensure curriculum coverage	
Access all university documentation and training materials.	Engage with mentor training recordings.  Access the Partnership Agreement/Primary or Secondary Handbook/NCCAT guidance document and all necessary documentation via the Partnership Website:  Partnerships at Birmingham Newman University - Birmingham Newman University	
Contribute to all placement reports, as appropriate to their role, and ensure they are completed promptly and returned to the placement tutor.	Completion of Mid-Point Review and End-Point Review forms – and return to Placement/Subject Tutor	

#### **Effective Target Setting**

#### Why set targets?

The setting of developmental targets is central to trainee progress and success over time. Throughout Initial Teacher Training and their teaching career, the setting, monitoring and review of targets as part of continuous professional development will ensure that trainees develop and improve their practice to become the best teacher they can be; understanding that self-reflection and the feedback of others is a vital part of continuous improvement. This cycle of mentoring should form the basis for the relationship between the trainee and expert colleagues underpinned by SMART target setting.

#### Where are targets set?

# Lesson observation form – linked to 5 Themes

Each lesson observation should identify areas for development linked to the 5 Newman Curriculum Themes from within the specific lesson. These development areas should then be addressed and demonstrated in lessons/practice moving forward.

## Weekly Review Meeting Form – SMART targets

Targets set at weekly meetings should draw on the range of evidence regarding trainee progress, pulling together developmental targets shared through lesson observation forms, informal observations, and discussions. Four targets should be set with the trainee deciding on the fourth. These targets should be specific and measurable, with actions and possible evidence that can be demonstrated within a week. The trainee should review their targets prior to each weekly meeting and identify the progress they have made to share with their mentor.

# Mid-Point and End-Point Review – Areas for Development

On Mid and End Point review forms, broader targets are appropriate. These should consider progress so far against the NCCAT (Newman Curriculum Continuous Assessment Tool) and make suggestions regarding where a trainee would benefit from further experience or should develop their expertise further. At the End Point review on the final placement, areas for development are given for each of the 5 Newman Themes as a pointer for the Career Entry Development Profile.

# Career Entry and Development Profile

Setting of targets for the ECT year, based on the trainee's end of course profile and the context of the employing school.

### **Making targets SMART**

S	SPECIFIC Who, What, Where, When, Why Define the goal as much as possible without using ambiguous language. Who is involved? What should be accomplished? Where/when will it be done? Why is it being done?	Examples of SMART targets linked to Curriculum Theme 'Understanding and Managing Behaviour'.
M	MEASURABLE From and to. Is it possible to track the progress and measure the outcome of the target? How will we know when the goal has been achieved? What evidence will be required?	Clearly share classroom rules at the beginning of each lesson  Use the school rewards system consistently in each lesson.
A	ATTAINABLE Is the target possible to achieve? Is the timeframe suitable? Is it at an appropriate level of challenge?	Observe how the class teacher manages the start of lessons, noting down each step to be able to replicate the process.  Examples of SMART targets linked to Curriculum Theme 'Adaptive Practice'.
R	RELEVANT Is the target worthwhile? Will it meet suitable needs? Is it consistent with other targets that have been achieved and does it fit in with current and longer-term plans?	Arrange to speak with the SENDCo to discuss EHCP plans for children in my class.  Identify clearly in lesson planning how the needs of more able learners will be met.
Т	TIMELY Does the target have a suitable time frame/limit?	Ensure practical resources are in place to support the learning of all groups