Birmingham Newman University

Primary Undergraduate Year 1

UNDERSTANDING PROFESSIONAL PRACTICE
Mentor Handbook

2023-2024

Contents

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 1 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:

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

Forms to be accessed:
- Weekly meeting form
- End-point review form
- Stage 1 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.

PE

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 https://youtu.be/etqqSDNRSMM . For a copy of the SHARP Principles resource cards please contact e.powell@staff.newman.ac.uk

Anti-Racism Framework

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teaching Education/Training LBU_Anti_Racism_11-compressed.pdf (ncl.ac.uk)

Birmingham Newman University is fully committed to the integration of the Anti-Racism Framework for Initial Teacher Education/Training (https://www.ncl.ac.uk/mediav8/humanities-research-institute/files/LBU_Anti_Racism_11-compressed.pdf) into our Undergraduate and Postgraduate Programmes. We clearly understand the way that we educate current and future teachers has a central role in enacting change in the classroom, and in curriculum and policy development to address the differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage.

School staff (Ms and PMs), University staff (PTs) and students have a responsibility to comply with the key messages within the Anti-Racism framework which are that:

- Racism is a real and prevalent feature of our society and that it takes many forms and is constantly being reshaped.
- Being anti-racist means to actively look and see, to describe and understand, and to dismantle racism.
- Educators working with all age groups, in all places are therefore crucial to anti-racism work. All staff (both school and university) involved in teacher education programmes are of fundamental importance to enabling anti-racist teachers of and for the future.

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 PITTE programmes in 2020-21.
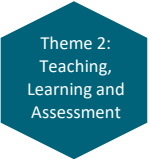
The programme supports and underpins students' academic and professional development in five core themes – **Role of the Teacher; Teaching Learning and Assessment; Adaptive Practice; Understanding and Managing Behaviour and Curriculum Subject Knowledge**

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

1. **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.
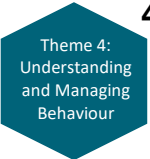
Theme 2:
Teaching,
Learning and
Assessment

2. **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

3. **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

4. **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

5. **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.

Newman Curriculum Continuous Assessment Tracker (NCCAT)

The NCCAT is the document that trainees use to map their progress against the five themes of Newman Curriculum. These themes link closely to the ITT Core Content Framework and ensure that trainees are well prepared for their transition to Early Career Teachers.

- Trainees complete the NCCAT document using a RAG Rating for each of the statements contained within.
- Evidence to support the RAG rating is included in the Mapping column. This can link to school placement experience and taught sessions at university.
- The NCCAT document can also be used to support self-audit and discussion with M/PM.
- Statements can be lifted from the NCCAT to inform targets for trainees on weekly meeting forms.

NEWMAN CURRICULUM THEME	NEWMAN CURRICULUM CONTENT	CCF	Mapping	stage 1	stage 2	stage 3	TEACHER STANDARDS	ECT
ROLE OF THE TEACHER	The professional responsibilities, behaviours and expectations of a teacher with reference to statutory frameworks; The importance and adherence to Safeguarding policies and procedures; The SEND Code of Practice and how this is embedded into a teacher's practice.	Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')		Identified key legislation; demonstrated knowledge and evidenced understanding of statutory professional responsibilities that underpin relevant school policies including safeguarding and knowledge of reporting proceedures, and provision of reasonable adjustments under SEND Code of Practice.	Proactive responsiblity for utilising UBT and SBT meeting time for professional skill development; understands the need to safeguard pupils wellbeing inline with school policy & statutory provisions; independent knowledge of SEND Code of Practice evidenced via practice and academic writing.	Demonstrates professional responsibilities, behaviours and expectations of a teacher; demonstrates independent working knowledge of safeguarding and knowledge of SEND Code of Practice with key areas identified for use in their classroom whilst reviewing, evaluating and making links with adaptive practice to support breadth of needs of pupils.	fulfil wider professional responsibilities	Demonstrate increasing autonomy within the scope of professional responsibilities and work effectively within school policies and statutory framework; able to work effectively with school safeguarding policies and procedure; through practice, able to work within the SEND Code of Practice with increasing autonomy, building on the support of expert colleagues.
	Equality, diversity and respect: including building effective relationships with pupils, colleagues, parents, carers and families, wider community and outside agencies can improve pupils motivations, behaviour and academic success.			Identified and understood the importance of equality and respect within classroom and wider school community settings; demonstrated an understanding of the importance of the nine protected characteristics; evidenced an understanding of the concept of mutual trust and respect and the characteristics of effective relationships with all involved in a pupils' education.	Demonstrated through classroom practice a broad understanding of the impact of the statutory professional responsibilities to promote equal opportunities, treating pupils with dignity, building relationships rooted in mutual respect and showing tolerance of and respect for the rights of others; able to build trust and respect with pupils and school colleagues and reflected on this with the support of a mentor.	Demonstrated through their practice a working understanding of the importance of equality and respect and the nine protected characteristics within classroom and wider school community settings; fostered a culture of mutual respect and trust with pupils taught and with colleagues, demonstrating effective and positive relationships that support the learning and development of pupils.		High standards of personal and professional conduct with an understanding of how to champion equality, diversity, respect, and the nine protected characteristics; exemplary trusting and supportive relationships with colleagues, pupils, parents and others that are valued by all.
	Effective professional development comes from reflective practice, which is supported by feedback and observation of experienced colleagues, professional debate and learning from educational research. This is then likely to be sustained over time, involve expert support or coaching and expert opportunities for coaching. Including your own responsibility for CPD.			Aware of the importance of taking responsibility for professional development and demonstrated how they can utilise support from university-based colleagues, mentors and other experts in schools through observation; learnt and demonstrated an understanding of the importance of the feedback and reflection	Identify own areas of need and professional development with support from UBT and SBT to learn and develop professional understanding and skills, utilising university and school colleagues through coaching; Engaged in reflection and feedback with	Able to identify own areas of need and professional development and proactively seek opportunities through effective target setting and coaching from experts' colleagues to improve performance and pupil progression and outcomes; act upon feedback positively and uses a variety of research-informed practices to improve performance in the classroom demonstrating the development		Proactively seeks advice and coaching from others to develop professional practice, continually aiming for excellence in the classroom by identifying areas that will improve performance and pupil outcomes; reflective practice indicates educational leadership, identifying specific

Role of the Teacher | TLA | Adaptive Practice | Understand & Manage Behaviour | Subject Knowledge | ⊕

Summary of links between Taught Modules at University and School Experience Placement UG 1

Module Code	University-based Module Title	Link to School Placement and Newman Themes
TEI430	**INTRODUCTION TO PROFESSIONAL ENQUIRY** This module introduces trainees to interpret and analyse observation as a research tool. Trainees evidence their understanding of theories of child development and educational policy in relation to key concepts in the primary school classroom (e.g. behaviour management). This module leads provides the foundation for the trainees' subsequent research modules on research in education for their second and third years.	**Teaching Learning and Assessment/Understanding and Managing Behaviour/Role of the Teacher** When observing/assessing children, to liaise with the Mentor about how they observe children. Consider observation in the early years and how if differs to observation in KS2 for example. When observing children – consider what they are saying as well as their body language and consider why they may have certain opinions or ideas. Careful observation can give clear insight into children and the way they behave.
TEI431	**ADAPTIVE PRACTICE: LEARNING THEORY, MODELS AND APPROACHES** Trainees explore imagery that conveys issues of inclusion, exclusion and/or integration. They explore the themes that emerge from the imagery and discuss how these impact on social constructions of SEN, disability and inclusion. Trainees identify and evaluate a piece of legislation that was key to or the result of changing societal attitudes towards SEN, disability and/or inclusion and indicate how it impacts on educational settings.	**Adaptive Practice/Role of the Teacher/Understanding and Managing Behaviour** Trainees will observe the way in which children are grouped in class and the reasoning behind it as well as be able to note the effectiveness of it. They will have explored the individual needs of SEND children and how they are perceived by the school and their peers. Explore how the teacher adapts practice for these children and consider innovative ways of an inclusive education.
	Trainees are taught to discuss a range of teaching and learning strategies in the MFL/ EAL classroom and link these to theory including relevant academic references. They are expected to consider some practical suggestions for pedagogical activities and show evidence of key academic reading.	**Adaptive Practice/Teaching Learning and Assessment** Identify EAL children and review their individual learning plans. Explore the best ways in which these children can be supported. In KS2 consider the impact of FL learning and teaching. Consider the lesson design and how reading, writing, speaking and listening are incorporated equally.
TEI432	**PLANNING FOR LEARNING IN EARLY YEARS** Trainees must reflect on the key values, principles and pedagogy underpinning Early Years provision, with reference to appropriate sources of information that have developed your knowledge and understanding of this phase. Your reflection must also include one area specific to early years practice that you identified on your audit as significant to develop further, discussing key new learning in this aspect that will impact on practice. Trainees plan a lesson based on a book/resource, demonstrating knowledge of the key areas of learning within the Early Years Framework. They provide a critique of the plan based on and with reference to their knowledge of EYFS documentation, curriculum, pedagogies and theories.	**Teaching Learning and Assessment, Role of the Teacher, Understanding and Managing Behaviour** Trainees are introduced to the changes in the EYFS curriculum with reference to Julien Grenier's review of non-statutory guidance, Development Matters as well as the Birth to Five document. Trainees are taught about Early Years pioneers and their theories. Furthemore, they are encouraged to consider their own practice and complete a self-audit. This audit could contribute to their placement target areas and be a basis for extending their learning within the early years classroom.

TEI433	**PLANNING FOR LEARNING IN THE CORE SUBJECTS** Trainees work in groups of 3 or 4 to demonstrate their ability to plan creative, interactive and effective lessons in English, Mathematics and Science, and describe and justify their ideas to an audience of course tutors during a 20- minute presentation.	**Teaching Learning and Assessment/Subject Knowledge** Trainees will have access to the school Maths programmes such as White Rose Maths, Mathematics Mastery, Mathletics and TT Rockstars to name a few. With exposure to such resources they will be able to apply their knowledge and understanding of creative, interactive lessons and put into practice what they have learnt on the module. Similarly for English, they will have access to Pie Corbett, Visual Literacy, Twinkl resources and other such resources and STEM for Science.
TEI434	**PLANNING FOR LEARNING IN THE FOUNDATION SUBJECTS** Trainees work in groups to demonstrate their knowledge and critical understanding of planning for effective teaching and learning in the foundation subjects, demonstrated through the creation and group presentation (20 minutes up to 4 students) of a scheme of work for a chosen Foundation subject area. Trainees evidence this through demonstration of knowledge and understanding of the underlying concepts that underpin effective and creative planning for the foundation subjects (making links to the NC, TS, EYFS framework/development matters, ITT CCF). They demonstrate the ability to present in accordance with basic theories and concepts of the area of study. Trainees communicate the results of their study/ work accurately and reliably, and with structured arguments. They discuss effective planning in a chosen foundation subject and develop planning skills for a chosen age range.	**Teaching Learning and Assessment/Subject Knowledge** Trainees will be able to apply their knowledge of schemes of work relating to the foundation subjects and have access to schemes that school will follow. They will be able to relate their module-based learning to practice while analysing the effectiveness of the schemes they are exposed to.
SEI430	**UNDERSTANDING PROFESSIONAL PRACTICE** Trainees undertake a 6-week placement in a primary setting and using the Continuous Monitoring File, alongside mentor support, they track their progress and set appropriate targets. The trainees complete a comprehensive booklet of tasks which relate BIG questions around areas of Safeguarding, whole school behaviour, whole school maths, whole school reading etc. They have the opportunity to observe good practice of experienced teachers and work with small groups of children.	**All Newman Curriculum Themes** The module amalgamates learning on all modules while providing the experience of practice within a primary classroom setting. The mentoring relationship on placement is absolutely crucial to the trainee's success. Trainees will be able to draw upon their theoretical understanding of pedagogy which they acquire through university-based modules and then link their learning to practice.

Overview of Big Questions and Weekly Tasks

Week 1: Safeguarding		
BQ	Why is safeguarding important in schools?	
Task 1:	Read policies, such as the code of conduct and absence policy - answer questions in booklet. Read the following report (pp.3-9, pp.21-23). **https://neu.org.uk/latest/library/anti-racism-charter-framework-developing-anti-racist-approach** 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?	
Task 2:	2 focussed lesson observations. Complete template 'Communication' for 1 observation and template 'Questioning' for the other observation.	
Task 3:	Read a story to the whole class.	
Task 4:	Update your e-Portfolio with the documentation from Week 1.	
Week 1: ongoing tasks		
Support the Mentor as directed.		
Complete the weekly review and analysis form with your Mentor (Class Teacher).		

Week 2: Learning Environment		
BQ	How do teachers promote positive learning environments?	
Task 1:	Complete a Learning Walk across the school exploring the learning environment and note examples of how positive learning environments are promoted – complete template.	
Task 2:	1 focussed lesson observation. Complete template 'Classroom management'.	
Task 3:	Co-plan a core lesson with your Mentor and deliver an intervention to a small group this week.	
Task 4:	Co-plan a foundation subject lesson with your partner which you will teach next week.	
Task 5:	Update your e-Portfolio with the documentation from Week 2.	
Week 2: ongoing tasks		
Support the Mentor as directed.		
Complete the weekly review and analysis form with your Mentor.		
Meet with your PT on Teams.		

Week 3: The roles of the class teacher.		
BQ	What responsibilities does the class teacher have to undertake within their role?	
Task 1:	Track a pupil working at age related expectations and complete section in training booklet.	
Task 2:	1 focussed lesson observation. Complete template 'Lesson pace and pitch'.	
Task 3:	Co-plan an introductory starter for a core subject to be team taught with your Mentor or support staff to the whole class next week.	
Task 4:	Co-teach the foundation subject lesson planned last week with your partner.	
Task 6:	Update your e-Portfolio with the documentation from Week 3.	
Week 3: ongoing tasks		
Support the Mentor as directed.		
Complete the weekly review and analysis form with your Mentor.		

Week 4: Behaviour management.		
BQ	What are the behaviour management strategies used in school?	
Task 1:	Read the school Behaviour Policy and answer the questions in the booklet.	
Task 2:	Lesson starter activities in the booklet.	
Task 3:	1 focussed lesson observation. Complete template 'Behaviour for learning'.	
Task 4:	Teach the introductory starter to a core subject with your Mentor or support staff to the whole class.	
Task 5:	Plan two foundation subject lessons with your partner to be taught next week.	
Task 6:	Update your e-Portfolio with the documentation from Week 4.	
Week 4: ongoing tasks		
Support the Mentor as directed.		
Complete the weekly review and analysis form with your Mentor.		
Arrange for your PT to visit you during week 5 or 6.		

Week 5: Adaptive Practice		
BQ	How do teachers adapt their practice to meet the needs of children?	
Task 1:	1 focussed lesson observation of your M. Complete template 'Adaptive practice' and complete questions in booklet.	
Task 2:	Observe plenaries/mini plenaries and consider questions in booklet.	
Task 3:	Co-teach two foundation subject lessons with your partner planned last week.	
Task 4:	Plan two foundation subject lessons with your partner to be taught next week.	
Task 5:	Plan two core subject lessons with your partner to be taught next week.	
Task 6:	Update your e-Portfolio with the documentation from Week 5.	
Week 5: ongoing tasks		
Support the Mentor as directed.		
Complete the weekly review and analysis with your Mentor.		
Visit from PT (if not this week next week).		

Week 6: Assessment		
BQ	What is formative assessment? What examples have you seen in school?	
Task 1:	Co-teach two foundation subject lessons with your partner planned last week.	
Task 2:	Co-teach two core subject lessons with your partner planned last week.	
Task 3:	Phonics observation of any teacher or support staff. Complete template 'Prompts for observing a discrete phonics session'.	
Task 4:	Co-plan and support the teaching of a PE lesson as directed by your lecturer during your PE seminars.	
Task 5:	Update your e-Portfolio with the documentation from Week 6.	
Week 6: ongoing tasks		
Support the Mentor as directed.		
Visit from PT (if not last week).		
Complete the weekly review and analysis form with your Mentor.		
Complete the EPR form with your class teacher.		
Complete NCCAT stage one.		

Effective Target Setting Primary ITE

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	Weekly Review Meeting Form – SMART targets	Mid-Point and End-Point Review – Areas for Development	Career Entry and Development Profile
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.	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.	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.	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

		Examples of SMART targets linked to Curriculum Theme 'Understanding and Managing Behaviour'.
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?	Clearly share classroom rules at the beginning of each lesson
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?	Use the school rewards system consistently in each lesson. Observe how the class teacher manages the start of lessons, noting down each step to be able to replicate the process.
A	**ATTAINABLE** Is the target possible to achieve? Is the timeframe suitable? Is it at an appropriate level of challenge?	**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.
T	**TIMELY** Does the target have a suitable time frame/limit?	Ensure practical resources are in place to support the learning of all groups

Using the Big Questions to develop practice

Whilst on school placement, the trainees have a weekly 'Big Question' to explore and write reflective commentary on in their eportfolio.

The Big Question will be linked into weekly tasks and encourage more in-depth research and associated university based learning and training.

This question should form part of the weekly meeting discussion and may result in a SMART target for further development in the week ahead.

Examples of the Big Questions

Why is safeguarding important in schools and how it is done in your setting?

What is formative and summative assessment and where is it used in your school setting?
How do teachers adapt their practice to ensure good outcomes for all?
How do teachers promote positive learning environments and plan for progression across the curriculum?