



**Brunel**  
University  
London

**Brunel University London**  
**Initial Teacher Education Partnership**  
**Mentor and PCM Development Session 3**

2023-24

Placement 1 School Experience

# Intentions of this session:



- Consider how the placements are going so far – what is going well/any areas of concern?
- Explore the differences between mentoring and coaching
- Consider preparations for Interim Placement formative assessment; check-in regarding possible need for support and intervention
- Navigating the Support and Intervention Process
- Share experiences as a mentor; look at how different schools develop mentorship; what can mentors gain from the experience?

# What are you enjoying about being a mentor? What are the challenges?



[https://jamboard.google.com/d/1dzBTovoOnyWQ42Osu81Wxome8Yb\\_Q-yHCjCoty7eZk/viewer?f=1](https://jamboard.google.com/d/1dzBTovoOnyWQ42Osu81Wxome8Yb_Q-yHCjCoty7eZk/viewer?f=1)

What is going well and are there any areas of concern with the placement?

# Mentoring v Coaching – what are the differences?

## Danger of “Judgementoring”?

1. What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?
2. How did the lesson intend to build on the pupils' prior learning?
3. What learning has taken place against the intended learning outcomes? What proportion of pupils achieved these outcomes? Why?
4. What did the pupils find difficult? How could you have planned for this differently?
5. Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?
6. How did you use questions to check and support learning, as well as extend learning?
7. How did you adapt the learning for pupils in the class? How did these strategies help the pupils?
8. Would XXXX (pupil) have responded differently/made more progress if you had set up the task differently?
9. How did you know what the pupils learnt in the lesson? What strategy was most successful for this?
10. What other methods of assessment could you have used?
11. What were the key areas of subject knowledge required for this lesson?
12. What possible/common misconceptions did you plan for?
13. How did the pupils respond to the sequence of learning activities?
14. How did the pupils respond to you?
15. What strategies worked well to engage the pupils?
16. Could you have dealt differently with the incident with XXXX (pupil)?
17. What do you feel was positive? What were the strengths related to your identified professional learning foci?
18. Can you identify what you did that contributed to the positive outcome?
19. What areas would you like to work on?
20. Which parts of the lesson went well and why?
21. What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?
22. What are the implications of this in relation to identifying Professional Learning Activities (PLAs) to focus on next?

**Taken from the back page of  
the Lesson Dialogue Record**

# At the interim point, only an assessment of whether the student is 'On Track' or 'Not on Track' is required

Behaviour for Learning and Class Management (TS1 & TS7)	
Follows the school's behaviour policy in practice	<ul style="list-style-type: none"> <li>How have you supported your students' behaviour for learning?</li> <li>Explain how you manage noise levels in different contexts.</li> <li>What have you found to be the most useful or challenging parts of the school behaviour policy? Describe a situation you have had to deal with, and how you altered your practice.</li> <li>What behaviour strategies have you seen used around school or from university that you tried/would like to try?</li> <li>How has your behaviour management changed and developed over time?</li> </ul>
Forms a positive classroom environment which builds pupil's confidence	
Shares clear rules, routines and expectations with pupils	
Sets lessons at an appropriate level which challenges pupils of all abilities	
Ensures effective transitions in and between lessons (where appropriate)	
Encourages enthusiasm in learning and uses positive praise	
Prepares lessons which require perseverance	
Supports/ leads orderly movement around the school	
Establishes day-to-day routines	
Uses content/ material from Behaviour for Learning sessions	

What we would expect students to be doing, have done, or making strong progress on

Questions that mentors could ask to help make the determination around some of the areas (non-exhaustive)

Mentor records the agreed judgement here

*If any concerns that student teacher NOT progressing; please contact Link Tutor or discuss during upcoming visits.*

ASSESSOR FIELD

Interim Placement 1: On track/not on track

Behaviour for Learning and Class Management (TS1 & TS7)

None

If a student is judged to be 'Not on Track' in an area, the Link Tutor would ideally have been informed

**What might cause you to think a student may need support and what can you do if you feel your student is not progressing?**



# The Support and Intervention Process

Area of concern	Examples
Behaviour for Learning and Class Management	Is not following the school's behaviour policy and is unable to ensure appropriate learning environment
Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching	Does not respond to, or address, pupils' misconceptions
Curriculum and Subject Knowledge	Is not sufficiently confident in their subject knowledge to model relevant vocabulary appropriately.
Assessment	Does not use information from assessment to inform subsequent planning
Professional Behaviours Personal and Professional Conduct	Is consistently late arriving to school and is not sufficiently prepared for teaching

# Support and Intervention – the process

## Stage 1

- Activating Initial Support and Intervention process at earliest opportunity
- Mentor raising concern directly with student teacher
- Sets targets on WPLR

## Stage 2

- Reviewing Stage 1 - Review targets:
  - If met – process is concluded
  - If not met, proceed to Stage 3 and inform Link tutor immediately

## Stage 3

- Formal process: Setting up Support and Intervention agreement and action plan
- Joint review meeting, including observation (mentor, link tutor, possibly PCM)
- Targets and Actions for Improvement identified on documentation, including timescale

## Stage 4

- Formal review of Support and Intervention Acton plan
  - Sufficient progress – S&I process is concluded
  - Partial progress – possible revision of targets and extension of process
  - Insufficient progress – proceed to stage 5

## Stage 5

- Moderation - Moderator meets all – possible observation
- Programme leader collaborates with school to agree either:
  - Further extension to process
  - Placement terminated

### Stage 3: Support and Intervention Agreement and action plan

Please give names below:				
Student Teacher		Mentor		
School		PCM		
Form initiated by		Link Tutor		
Date:		University Personal Tutor/Subject tutor		
Current strengths of student's work				
Nature of concern (in relation to areas of the Tracking Progress Document)				
Targets and strategies for achieving them (max of 3 targets)	Target	Action and timeframe	Support from BUL and school	Success criteria
Suggested review date (Stage 4 below):				
Please sign below:				Date
Student Teacher				
Professional Co-ordinating Mentor or member of school senior leadership team				
Link Tutor				
University Personal Tutor (Subject Tutor Secondary)				

### Stage 4: Review (to be completed on the agreed date)

Please comment on progress made on agreed targets identified in the action plan. As relevant, include comments relating to the student teacher's impact on pupil progress.		Date
Outcome of review:		Please tick one
Sufficient progress has been made (Support and intervention process ends)		
Partial progress has been made (Revise targets, agree extension of process*)		
Insufficient progress has been made (Go to Stage 5)		
Please sign below:		Date
Student Teacher		
Professional Co-ordinating Mentor or member of school senior leadership team		
Link Tutor		
University Personal Tutor (Subject Leader Secondary)		

### Stage 5: Moderation process

		Please tick one
Student may continue in placement with further support		
Insufficient progress has been made, refer to exam board		
Reason for the decision:		
Please sign below:		Date
Moderator (Programme Lead Primary/Secondary/Director of ITE)		

\*The duration of an extension will be considered on an individual basis and would usually only be offered once. If unsuccessful, please proceed to stage 5.

# Sharing experiences from one school of approaches to mentoring

## PCM

- Initial contact with the student teacher via email.
  - Tour of the school and Induction.
- Check-in independently throughout the student's placement.
- Meet with the link tutor before, during and after their visit to the school.
- Direct the mentor to raise any concerns to the link tutor in a timely fashion.
  - Ensure mentors attend any CPD offered by Brunel.
- Join the interim assessment meetings, particularly for those who are new mentors.
  - ITT Lead for school
  - For one school, the PCM does the weekly formal observations/ Lesson Dialogue Record and WPLR meeting whilst the class teacher offers more informal mentoring throughout the week

## Mentor

- Make contact after initial introduction.
- Discuss previous experience/placements.
- Liaise as and when necessary with the PCM about strengths and concerns.
- Meet with the PCM and link tutor to outline how well the student teacher is developing and their areas of need.
- Weekly meetings with the student teacher remain a high priority and targets are SMART.
  - Attend CPD offered by Brunel.
- Take advice from other professionals/colleagues.
  - ECT Mentor



## Support can be accessed from:



Partnership Office: [cbass-po@brunel.ac.uk](mailto:cbass-po@brunel.ac.uk)

For PebblePad questions please contact Partnership Office

Primary Programme Lead: Julie Mansfield [Julie.Mansfield@Brunel.ac.uk](mailto:Julie.Mansfield@Brunel.ac.uk)

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