



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Mentor Development Session 1

2023-24

Placement 2 School Experience

Intentions of this session:

- Sharing own school professional development programme
- Exploring the ITT (now called ITTECF) Framework and the Brunel Curriculum
- Considering how student teachers are assessed
- Roles and responsibilities of a mentor, PCM, Link Tutor and Personal Tutor
- Induction days
- Key contacts



What does your programme for professional development look like?



Jamboard activity:

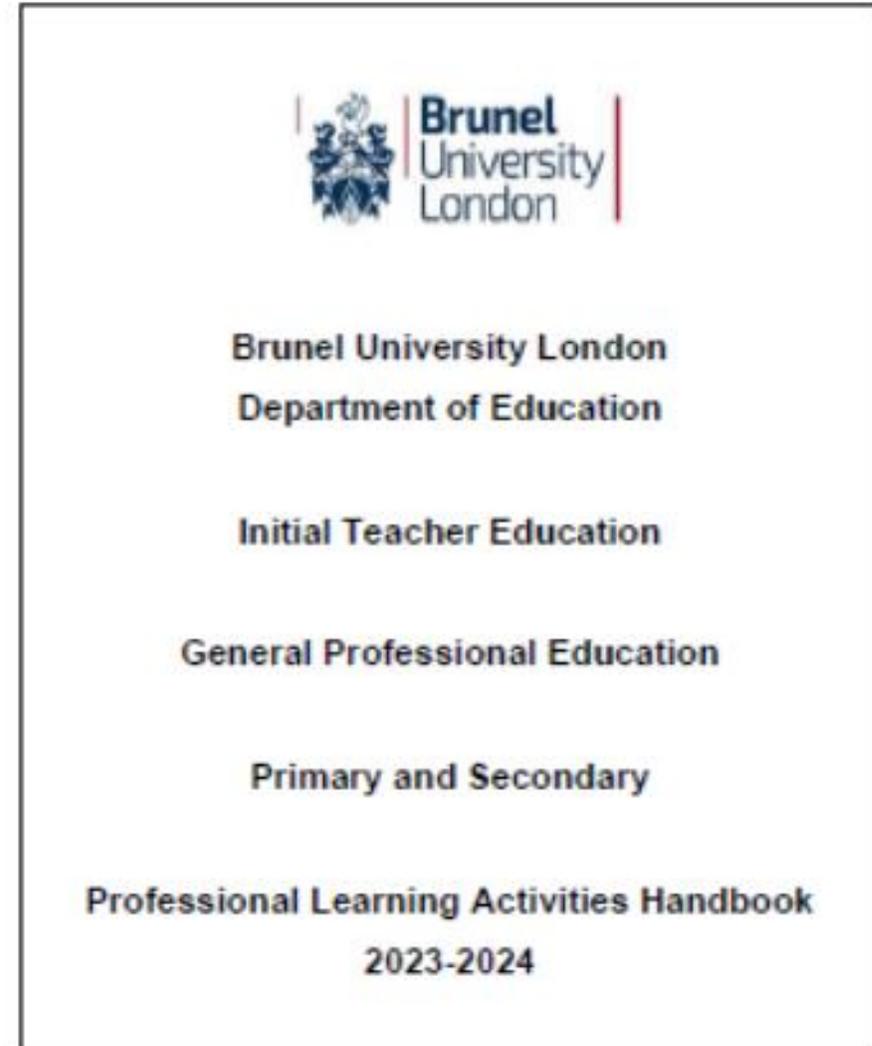
- Who is responsible for student teachers (and possibly ECTs)?
- Is there a programme for professional development? If so, what does it involve?
- On the student teacher's first couple of days with you, what happened? Did somebody talk to them about key policies such as safeguarding, Equality and Diversity before they headed to the classroom?
- Share school arrangements for student teachers' professional development: are there set meeting times/is it part of the staff meeting schedule?
- What topics are covered?

ITT Core Content Framework and the Brunel Curriculum



Please note that this document was updated in January 2024 – there are differences since our current students started in September 2023.

https://assets.publishing.service.gov.uk/media/65b8fa60e9e10a00130310b2/Initial_teacher_training_and_early_career_framework_30_Jan_2024.pdf



GPE Example coverage linking to that Pedagogy area of TS2, 4 and 5

13 th September	1-3		GPE3: Safeguarding	Together
	3-5		GPE4: Equality & Diversity 1	Separate
20 th September	9-11		GPE5: Learning Theories	Primary
	11-1		GPE5: Seminar	Primary
	1-3		GPE5: Learning Theories	Secondary
	4-5		GPE5: Seminar	Secondary
27 th September	12-1	Online	GPE6: Myth-busting Learning Styles	Primary
	2-4	Online	GPE7: Behaviour for Learning	Primary
	1-3		GPE7: Behaviour for Learning	Secondary
	3-4		GPE7: Seminar	Secondary
4 th October	2-4		GPE8: The National Curriculum & Theory	Together

- Some sessions Primary and Secondary together
- Key sessions placed prior to school placement
- Circled sessions to demonstrate how CCF covered

GPE SCHEDULE 23/34

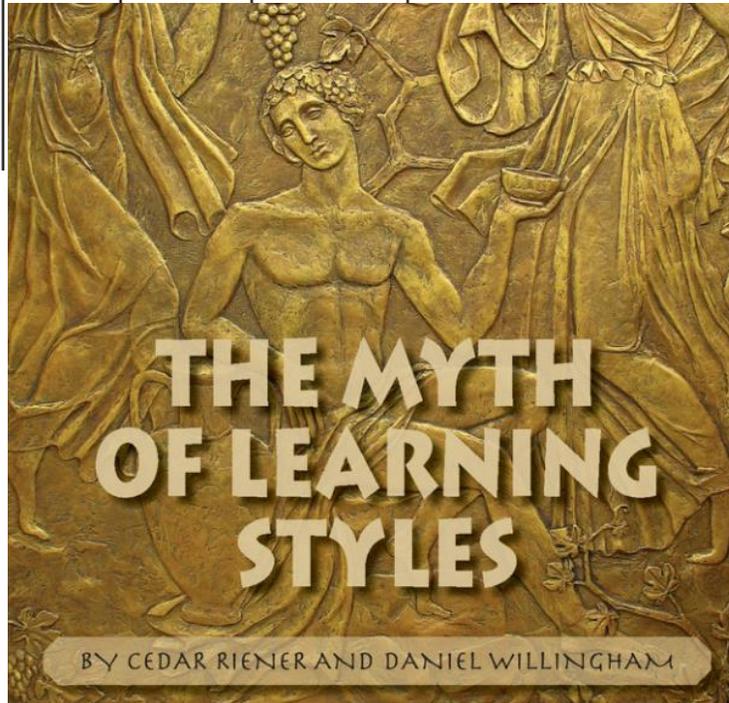
PGCE PRIMARY AND SECONDARY GPE THEMES

11 th October	2-4		GPE9: Principles of Planning, Teaching & Assessment	Separate
	4-5		GPE9: Seminar	Secondary

GPE Example coverage linking to that Pedagogy area of TS2, 4 and 5

PGCE PRIMARY AND SECONDARY GPE THEMES

Date	Time	Venue	GPE sessions	Staffing /PLA activity	Links to CCF
28/9	12-1pm	ONLINE	<u>GPE 6: Myth Busting Learning Styles</u>	PRI ONLY: Julie	<p><u>Learn that:</u> 5.6 there is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.</p> <p><u>Learn how to improve at:</u> 5 observing how expert colleagues adapt lessons whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</p>



<https://www.tandfonline.com/doi/abs/10.1080/00091383.2010.503139?journalCode=vchn20>

Professional Learning Activities

PLA 5: Learning Theories

Activity 1:

Choose to read – chapter 2 and 7; 3 and 7 or 4 and 7 of the ebook

Pritchard, A. (2007) *Ways of Learning: Learning Theories for the Classroom* (4th ed). London: Routledge

Activity 2:

Memory is key to learning: read these articles to explore how to avoid overloading working memory and strategies to help pupils commit learning to long term memory. Make a list to help you when planning lessons: how can you break complicated learning into small manageable steps and how can you plan repetitive practice in a variety of ways to sustain pupil engagement?

Gathercole, S., Lamont, E., & Alloway, T. (2006) *Working memory in the classroom*. Working memory and education, 219-240.

Roediger, H. L., & Butler, A. C. (2011) *The critical role of retrieval practice in long-term retention*. Trends in Cognitive Sciences, 15(1), 20–27.

PLA 12: SEND 3: Literacy Difficulties and D

Activity 1:

Read Identifying and Teaching Children and Young People with Literacy Difficulties by Rose; can be found in session folder or at:

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/in>

Activity:

In groups, please look at the extract from the ITTECF and the section from the GPE session. Consider what you do in school.

Can you see any potential gaps?

Activity 3:

Explore the concept of adaptive teaching: read this blog and look at the EEFs 5 High Quality Teaching Strategies for pupils with SEND:

<https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf (or find in session folder as link sometimes does not work)

How are student teachers now assessed and key elements of the mentoring process



Information and Guidance ... 2022 Pen Portrait Form Subject Knowledge action p... Non-core curriculum record... Placement 1 School Experie...



Information and Guidance

Your professional learning activities will contribute towards the assessment across the University and School-based elements of this course. The following activities form an important part of your development and they have been devised by members of the Partnership. They will be assessed by your school-based mentors, peers and personal tutors during key tutorials over the year. At the tutorials you will be expected to set yourself clear targets in negotiation with your personal tutor. You must take responsibility for your own professional development in a proactive style in order to get the best out of the tutorial. It is your responsibility to ensure that action plans are developed and worked on so that you become an outstanding teacher by the end of the programme.

Student Teacher Code of Conduct

Student teachers are embarking on a professional career as a teacher which requires them to understand their responsibilities as outlined in Part 2 of The Teachers' Standards (DfE, 2012). It is essential that student teachers take

DISPLAYING RESULTS BY CREATED DATE (OLDEST FIRST)

- Ws** [Weekly Professional Learning Record 1 \(w/c 11.10.21\)](#)
Created: 16:12 on 14-Oct-2021
- Ws** [Weekly Professional Learning Record 2 \(w/c 18.10.21\)](#)
Created: 12:54 on 21-Oct-2021
- Ws** [Weekly Professional Learning Record 3 \(w/c 01.11.21\)](#)
Created: 15:38 on 01-Nov-2021
- Ws** [Weekly Professional Learning Record 4 \(w/c 08.11.21\)](#)
Created: 15:46 on 08-Nov-2021
- Ws** [Weekly Professional Learning Record 5 \(w/c 15.11.21\) Formal Observation with PCM & Mentor](#)
Created: 11:27 on 16-Nov-2021
- Ws** [Weekly Professional Learning Record 6 \(w/c 22.11.21\)](#)
Created: 10:22 on 25-Nov-2021

How can we track progress? How can we decide upon personal learning foci?

Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	<ul style="list-style-type: none"> • Describe a lesson where you introduced new knowledge; how did you manage this? • Describe a lesson where you clearly modelled some new learning and then allowed for practice? • Explain how you have planned tasks in a lesson in manageable chunks? What supports have you provided to assist tasks? • How have you developed knowledge over a sequence of lessons? • What opportunities for critical thinking have you included in lessons? • Are there any lessons where you know you will teach it differently next time? Can you explain why and how? • What do you think makes effective homework? • How have you been challenging your more able pupils? • What are some of the strategies you have been using to support some of your pupils with SEN? • Describe your focus pupil; explain how you have helped them and what progress they have made.
Observes practice and is able to explain the learning of some groups of pupils	
Establishes pupils' current understanding as a starting point for planning	
Plans and delivers well-timed lessons with a clear structure	
Teaches short sequences of lessons to the whole class	
Notes pupils' misconceptions and takes steps to address them	
Develops an understanding of the needs of all pupils including the more able, those with EAL, SEN and disabilities; uses distinctive or adapted teaching approaches to engage and support them	
Supports particular pupils or groups of pupils	
Asks pupils to verbalise their thinking as they work through a task	
Adapts intended planning in a lesson sequence	
Sets homework and plans other out-of-class activities	
Discusses the learning and progress of chosen focus pupil with mentor	
Has observed a short sequence of Phonics lessons	
Has taught a short sequence of Phonics lessons (Key Stage 1 only)	
Observes procedures for working with TAs and has begun to follow them	
Uses content/ material from the sessions on Learning Theories and the assignment for ED5617	
Has reached 60% of teaching time	

Roles and Responsibilities – mentor/PCM/Link Tutor

College of Business, Arts and Social Sciences

Department of Education
Initial Teacher Education Partnership

School Experience Handbook

Section 2: Roles and Responsibilities	10
Overview of Roles and Commitments across the Partnership	11
The Mentor	13
The Link Tutor	15
The University Partnership Office will:	16
Quality Assurance of the Partnership	16
Professional Conduct	17
Guidance for Part Two: Personal and Professional Conduct	18
DBS, Prohibition Order Checks and Childcare Disqualification	19
Attendance and Punctuality	19
Absence from University Sessions	20
Unavoidable Absence during School Placements	20
Concerns about a Student Teacher's Attendance	21
Student Teacher Code of Conduct	21

Primary Induction – what will the first few days look like?

Timetable Weighting

Weeks in Placement Two	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (for example, PLAs, assessment, small groups, individuals)	% on preparation
1	0	75	25
2	0-25	75	25
3-5	25	50	25
6-8	50	25	25
9-10	70	10	20
11-12	80	10	10

IN SUMMARY: Key points to note –

- PLAP – Professional Learning Action Plan** – the students have completed this on PebblePad – they should have a printed copy to share with you or ask them to show you via their PebblePad Login. These highlight areas for development that they particularly want to focus on at the start of this placement.
- PebblePad login for mentors** – this may not be available until about Week 4; we need all mentor emails as quickly as possible so that the IT team can set this up. Students will be completing their first WPLR in Week 3; they can show you this in your weekly meeting via



Appendix 2: Placement 2 – key professional learning points

We recommend that you print this document out to inform your professional learning meetings

Week	Professional Learning Activity	
1/2/3 Induction w/b 7/3	<p>Mentor/ PCM to prepare a programme of induction to the school, to ensure student teacher is aware of protocol regarding safeguarding issues; any relevant school policies, to include policy documents on equality and diversity, information needed including dress code, school attendance and punctuality protocol; behaviour policy, reward and sanction procedures for class and school. Mentor and student teacher to complete Health and Safety Form.</p> <p>Student teacher to revisit and complete Safeguarding PLA 3 and audit for this school (appendices of PLA handbook).</p> <p>Mentor/PCM and student teacher to exchange e-mail address/ school phone number or any other necessary contact details.</p> <p>Student teacher to give the mentor/PCM their Link Tutor's name and contact details so that three-way communication can be facilitated: student teacher to email Link Tutor and copy mentor/PCM in as an introduction.</p> <p>Student teacher to consider how a positive learning environment is created; consider the classroom layout; discuss with mentor their approach to different layouts within the context of planning for effective behaviour and how the attainment mix affects their decisions regarding layout.</p> <p>Mentor to make available medium-term planning for core and non-core subjects that the student teacher will be teaching.</p> <p>to ask the mentor how they can support in any particular work with all the children in small groups, getting to know their names as soon as possible plans with children's names.</p> <p>to introduce student teacher to other colleagues, such as Key Stage coordinators, teaching assistants, and administrators. (A list of</p>	✓

Primary First Formal
Observation in Week 4:
w/b 25th March

Secondary – what will the first few days look like?

Timetable Weighting: Placement 2

The weighting post induction to the end of Placement 2 will be as follows:

Examples of number of lessons per week	Number of lessons taught by main scale teacher per week	Number of lessons per week to be taught by student	Number of lessons per week to be spent on professional learning activities	Number of lessons per week the student should spend on lesson planning and preparation
20	16	10	3	3
25	20	14	3	3
30	24	16	4	4

The amount of teaching should increase gradually over the course of the placement, at a pace appropriate for the rate of development of the individual student teacher and as agreed in collaboration with the school mentor. By the end of Placement 1 in February 2024 the Student teacher is expected to be teaching 50% of a main scale timetable. Our overall aim is for students to have a measured introduction to teaching, and to learn to teach high quality lessons, before preparing them for their ECT years in the latter stages of Placement 2

W/b	Mon	Tues	Wed	Thurs	Fri
4.9.23	Intro Day	S	GPPE1	GPPE3a	GPPE2
11.9.23	S	S	S	GPPE5	GPPE6
18.9.23	S	S	S	GPPE5a6	S
25.9.23	S	S	S	GPPE7	S
2.10.23	S	S	S	GPPE8	S
9.10.23				GPPE9	S
16.10.23				GPPE10	S
23.10.23	Directed Study				
30.10.23	GPPE11				
6.11.23	GPPE12 & 16				
13.11.23	GPPE13				
20.11.23	GPPE14				
27.11.23	GPPE15				
4.12.23	GPPE16				
11.12.23	GPPE17				
18.12.23	School Holidays				
25.12.23	School Holidays				
1.1.24	Bank Holiday				
8.1.24	GPPE18				
15.1.24	GPPE19				
22.1.24	GPPE20				
29.1.24	GPPE21				
5.2.24	GPPE22				
12.2.24	GPPE23				
19.2.24	GPPE24				
26.2.24	GPPE25				
4.3.24	GPPE26				
11.3.24	GPPE27				
18.3.24	GPPE28				
25.3.24	GPPE29				
1.4.24	School Holidays				
8.4.24	School Holidays				
15.4.24	University Day				
22.4.24	GPPE30				
29.4.24	GPPE31				
6.5.24	GPPE32				
13.5.24	GPPE33				
20.5.24	GPPE34				
27.5.24	GPPE35				
3.6.24	GPPE36				
10.6.24	GPPE37				
17.6.24	GPPE38				
24.6.24	GPPE39				
1.7.24	GPPE40				

Next sessions

Date	Foci
19 th March 3-4.30 Online	<ul style="list-style-type: none">• EDI and UK Feminista• Formal lesson observations, Lesson Dialogue Record and Post lesson conversation• Weekly Professional Learning Records (WPLRs)• Support and intervention process
7 th May 3- 4.30 Online	<ul style="list-style-type: none">• Moderation and final assessment• Meeting the Teachers' Standards and mentor reports



Support can be accessed from:



Partnership Office: Sharon Grey cbass-po@brunel.ac.uk

For PebblePad questions please contact Partnership Office

Please note – it does take a while to get Ppad logins set up for everyone but if problems continue, please do contact Sharon.

Primary Programme Lead: Julie Mansfield Julie.Mansfield@Brunel.ac.uk

Secondary Programme Lead: Ruth Aman Ruth.Aman@brunel.ac.uk



How Pupils Learn (Standard 2 – ‘Promote good progress’)

Learn that...	Learn how to...	
<ol style="list-style-type: none"> Learning involves a lasting change in pupils' capabilities or understanding. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 	<p>Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce. Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the content). <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Breaking complex tasks into smaller, more manageable parts. Providing worked examples. 	<p>6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.
	<p>Build on pupils' prior knowledge, by:</p> <ul style="list-style-type: none"> Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. 	<p>7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</p> <p>8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</p> <p>9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</p> <p>Increase likelihood of material being retained, by:</p> <ul style="list-style-type: none"> Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known). Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach. Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work. <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p>

Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)

Learn that...	Learn how to...
<ol style="list-style-type: none">1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	<p>Plan effective lessons, by:</p> <ul style="list-style-type: none">• <i>Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none">• <i>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</i>• <i>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</i>• <i>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</i>• <i>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</i> <p>Make good use of expositions, by:</p> <ul style="list-style-type: none">• <i>Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none">• <i>Starting expositions at the point of current pupil understanding</i>

Adaptive Teaching (Standard 5 – ‘Adapt teaching’)

Learn that...	Learn how to...
<p>1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p> <p>3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to lead to pupil success.</p>	<p>Develop an understanding of different pupil needs, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Identifying pupils who need new content further broken down.</i> • <i>Making use of formative assessment.</i>
<p>4. Adaptive teaching is less likely to be effective if it causes the teacher to artificially create distinct tasks for different groups or set lower expectations for particular pupils.</p>	<p>receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.</i>
<p>5. Flexibly grouping pupils within a class is likely to be more effective than attempting to tailor lessons to learning styles is unlikely to be beneficial.</p>	<p>Meet individual needs without creating unnecessary workload, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.</i>