



Brunel
University
London

Brunel University London
Initial Teacher Education Partnership
Mentor and PCM Development Session 1

2022-23

Placement 2 School Experience

Intentions of this session:

- Sharing own school professional development programme
- Exploring the ITT Core Content Framework and the Brunel Curriculum
- Considering how student teachers are now 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?

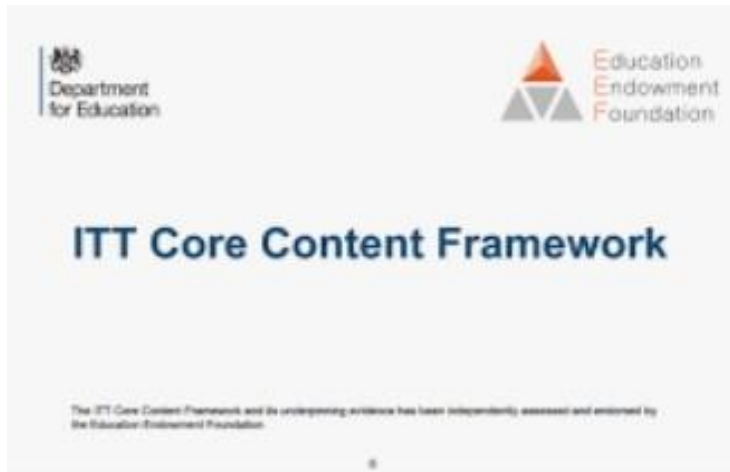


- Who is responsible for student teachers (and possibly ECTs)?
- Is there a programme for professional development? If so, what does it involve?
- On the student teacher's first day, does somebody talk to them about key policies such as safeguarding, Equality and Diversity before they head to the classroom?
- 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?

<https://jamboard.google.com/d/1pnLussSSAdV8jeyosZycBRfZ-Puplqi9RNOcYgtSxqQ/edit?usp=sharing>

ITT Core Content Framework and the Brunel Curriculum

13 March 2023



In order to ensure congruence with the 8 Teachers' Standards, the ITT Core Content Framework is presented in 8 sections. In developing the framework:

- Behaviour management is addressed in High Expectations and Managing Behaviour (S1 and S7);
- Pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5);
- Curriculum (S3)
- Assessment (S6)
- Professional behaviours (S8)

Evidence statements: 'learn that'. Practice statements: 'learn how to'



Brunel University London
Department of Education

Initial Teacher Education

General Professional Education

Primary and Secondary

Professional Learning Activities Handbook
2022-2023

Pedagogy: TS2, 4, 5

Activity:

In groups, please look at the extract from the ITT CCF; the section from the GPE session.

Consider what you do in school.

Can you see any potential gaps?

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework.pdf

GPE Example coverage linking to that Pedagogy area of TS2. 4 and 5 March 2023

GPE SCHEDULE 22/23

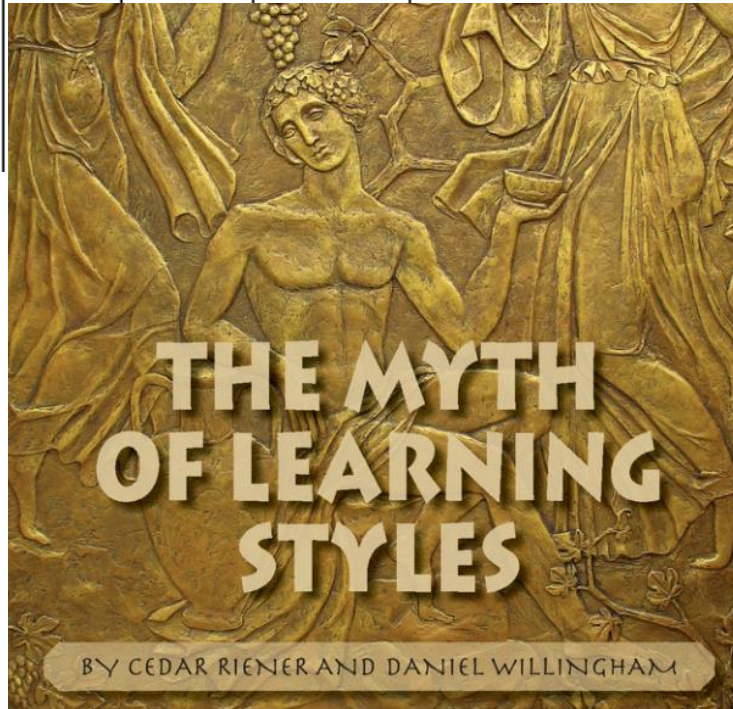
PGCE PRIMARY AND SECONDARY GPE THEMES

| Date | Time | Venue | GPE sessions | Staffing /PLA activity | Links to CCF |
|------|----------------------------------|-------|--|---|---|
| 21/9 | 9am-11am 11-1pm pm | | GPE 5: Learning theories GPE 5: Seminar for Primary group: learning theory presentation (working in group to plan the presentation) GPE 5: | Separate sessions Primary: Wayne Secondary: Andrew | <u>Learn that:</u> 4.2 Effective teachers introduce new material in steps; explicitly linking new ideas to what has been previously studied and learned 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible 4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases 4.7 High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support increases success. 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance support and practice <u>Learn how to improve at:</u> 4. 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 using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material |

GPE Example coverage linking to that Pedagogy area of TS2, 4 and 5 13 March 2023

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>

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.

 London

PLA 12: SEND 3: Literacy Difficulties and Dyslexia

Activity 1:

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

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf>

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 | Questions and Prompts |
|---|--|
| (TS2, TS4 & TS5) | |
| Uses a range of strategies or tasks (both in and out of class) to ensure pupils learn and the curriculum is delivered effectively. | <ul style="list-style-type: none"> • What are some of the different ways you have grouped pupils? What have you found to be most effective group work strategies regarding pupils' learning and progress? |
| Is accountable for pupils' progress by planning lessons where tasks are synchronous with intended learning outcomes and are an effective use of lesson time | |
| Has a good understanding of the pupils' capabilities and their prior knowledge, using this to inform planning | <ul style="list-style-type: none"> • What opportunities have you given your pupils to talk about their learning? To what extent do you manage this and ensure all pupils benefit? |
| Plans and teach lessons that enable pupils, including those who are disabled and those who have special educational needs, to learn effectively. | |
| Is able to adapt their teaching (both at the planning stage and during the lesson) to take account of pupils' responses and progress towards the intended learning outcomes. | <ul style="list-style-type: none"> • When planning your lessons (or sequences of lessons), how do you consider metacognition and the cognitive load of the pupils within your class? |
| Consistently and effectively encourages pupils, to take a responsible and conscientious attitude to work and study | |
| Plans and delivers well-timed lessons with a clear structure | <ul style="list-style-type: none"> • What do you think are the key differences between working and long-term memory, and how have you applied this understanding in your teaching? |
| Is able to reflect systematically on the effectiveness of lessons and approaches to teaching | |
| Is able to give reasons for their choice of task or approach (including guidance from University sessions, evidence-informed approaches, guidance from schemes of work) | <ul style="list-style-type: none"> • Can you describe a lesson/task in which you used a modelling technique? What was the impact of this on your pupils' learning and progress? How did you know? |
| Has a clear understanding of the needs of all pupils including those with high ability, EAL, SEN and disabilities; and is able to use and evaluate distinctive teaching approaches to engage and support them | |
| Is able to demonstrate awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development. | <ul style="list-style-type: none"> • What are some of the questioning strategies that you have used to engage pupils, to check their prior knowledge, and to assess their understanding? |

Key dates and timetable weighting

- Placement dates: Monday 13th March to Friday 16th June 2023.
- GPE/university-based days: Students attend university on, Weds 15th March, Weds 22nd March, Weds 19th April.
- Master’s module assessment: Students will attend university on either Monday 15th May or Tues 16th May
- Placement 2 interim assessment w/b 24th April 2023, completed on Pebblepad by Friday 28th April 2023
- Placement 2 end of placement assessment w/b 12th June 2023. Completed on Pebblepad no later than Fri 16th June 2023

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 teacher 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 number of lessons indicated are approximate and may be adjusted slightly where appropriate or necessary. Where schools operate a two-week timetable Student Teachers should teach roughly the same number of lessons each week.

Schools are asked to provide a balance of experience of all areas of activity and experience of both Key Stage 3 (Years 7-9) and Key Stage 4 (Years 10-11). It is important to recognise that we follow the “age not stage” guidance suggested by the DfE, therefore even if pupils are following a GCSE course in Y9, they must be regarded as KS3.

Opportunities should also be provided, where possible, for Student Teachers to gain experience with post-16 courses: this could include observations; team teaching; working with small groups; whole class teaching.



What are the key expectations each week for the mentor?

- Find and agree a time to have a weekly meeting, include it on the student teacher's timetable – allow up to 1 hour
- Discuss progress, reflect on previous week and plan for following including which lessons will be 'formally' observed and agree the professional learning foci
- Check student's WPLR and sign off each week
- From the point the student-teacher begins teaching, two to three 'formal' observations per week.
- Annotate all lesson plans and complete a Lesson Dialogue Record for two to three lessons per week.
- Use the Tracking Progress document to support discussions and support in decision making regarding progress
- Check student's files and discuss Professional Learning Activities

Next sessions

| Date | Foci |
|---|--|
| 28 th March 2023 4-5.30 Online | <ul style="list-style-type: none">• EDI and UK Feminista• Formal lesson observations • Lesson Dialogue Record and Post lesson conversation • Support and intervention process |
| | |
| | |



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.

Key contacts:

| | |
|------------------|--|
| Ruth Aman | ruth.aman@brunel.ac.uk |
| Sunita Babbar | sunita.babbar@brunel.ac.uk |
| Anne Chappell | anne.chappell@brunel.ac.uk |
| Andrew Carroll | Andrew.carroll@brunel.ac.uk |
| Christopher Ince | christoper.ince@brunel.ac.uk |



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

| Learn that... | Learn how to... | |
|---|---|---|
| <p>1. Learning involves a lasting change in pupils’ capabilities or understanding.</p> <p>2. 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.</p> <p>3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p>4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</p> <p>5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</p> | <p>Avoid overloading working memory, by:</p> <ul style="list-style-type: none"> • <i>Receiving clear, consistent and effective mentoring in how to take into account pupils’ prior knowledge when planning how much new information to introduce.</i> • <i>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 con</i> <p>And - following expert input receive feedback and im</p> <ul style="list-style-type: none"> • <i>Breaking complex r completed example</i> | <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"> • <i>Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</i> <p>11</p> |
| | <p>Build on pupils’ prior kn</p> <ul style="list-style-type: none"> • <i>Discussing and ana lessons so that pup encountering more</i> • <i>Discussing and ana possible misconcep</i> | <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>• <i>Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</i></p> <p>Increase likelihood of material being retained, by:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>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.</i> <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> |