Brunel University London
Initial Teacher Education Partnership

Link Tutor, Mentor and PCM Development Session 1

2022-23

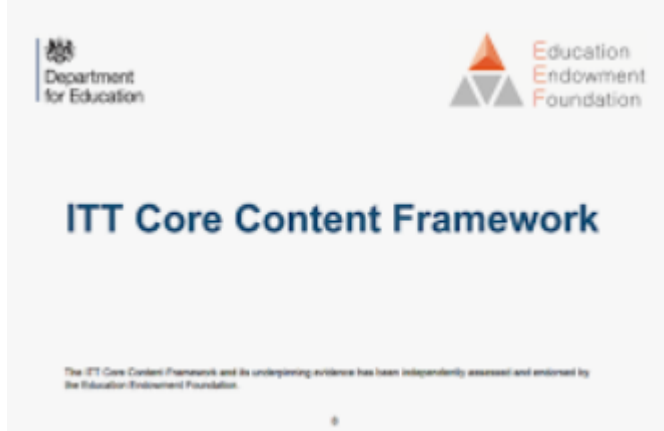# Placement 1 School Experience

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?

- Are there any professional development programmes in subjects?

ITT Core Content Framework and the Brunel Curriculum

ITT Core Content Framework

The ITT Core Content Framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation.

Brunel University London

Department of Education

Initial Teacher Education

General Professional Education

Primary and Secondary

Professional Learning Activities Handbook

2022-2023

Behaviour for Learning

Activity:

In groups, consider the extracts from the ITT CCF and the exemplar material from our GPE session.

Consider what you do in school.

Can you see any potential gaps (in our provision, in school, or with the students)?

GPE Example – Behaviour for Learning

High Expectations (Standard 1 – 'Set high expectations')

Learn that…	Learn how to…
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	**Communicate a belief in the academic potential of all pupils, by:**
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.	• *Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum.*
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	**And - following expert input - by taking opportunities to practise, receive feedback and improve at:**
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.	• *Using intentional and consistent language that promotes challenge and aspiration.*
5. A culture of mutual trust and respect supports effective relationships.	• *Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine.*
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	• *Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.*
	Demonstrate consistently high behavioural expectations, by:
	• *Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that*

	supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
	And - following expert input - by taking opportunities to practise, receive feedback and improve at:
	• *Teaching and rigorously maintaining clear behavioural expectations (e.g. for contributions, volume level and concentration).*
	• *Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.*
	• *Acknowledging and praising pupil effort and emphasising progress being made.*

Notes

Learn that… statements are informed by the best available educational research; references and further reading are provided below.

Learn how to… statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Other key definitions can be found in the introduction.

Managing Behaviour (Standard 7 – 'Manage behaviour effectively')

Learn that…	Learn how to…
1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.	**Develop a positive, predictable and safe environment for pupils, by:**
2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.	• *Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.*
	And - following expert input - by taking opportunities to practise, receive feedback and improve at:
3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.	• *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.*
4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.	• *Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).*
	• *Giving manageable, specific and sequential instructions.*
	• *Checking pupils' understanding of instructions before a task begins.*
5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.	• *Using consistent language and non-verbal signals for common classroom directions.*
6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).	• *Using early and least-intrusive interventions as an initial response to low level disruption.*
	Establish effective routines and expectations, by:
	• *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*

7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.	**And - following expert input - by taking opportunities to practise, receive feedback and improve at:**
	• *Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).*
	• *Reinforcing established school and classroom routines*
	Build trusting relationships, by:
	• *Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.*
	And - following expert input - by taking opportunities to practise, receive feedback and improve at:
	• *Responding consistently to pupil behaviour.*
	• *Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.*
	Motivate pupils, by:
	• *Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.*
	• *Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.*

	• *Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.*

Notes

Learn that… statements are informed by the best available educational research; references and further reading are provided below.

Learn how to… statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Other key definitions can be found in the introduction.

GPE Example – Behaviour for Learning

Behaviour and attitudes

- A calm and orderly environment in the school and the classroom, as this is essential for pupils to be able to learn.
- The setting of clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.
- A strong focus on attendance and punctuality so that disruption is minimised.
- Clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. Children, and particularly adolescents, often have particularly strong concepts of fairness that may be challenged by different treatment by different teachers or of different pupils.
- Pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer term impact on how pupils approach learning tasks in later stages of education.
- A positive and respectful school culture in which staff know and care about pupils.
- An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline– are not accepted and are dealt with quickly, consistently and effectively whenever they occur.

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_____ High School

Behaviour for Learning (BfL)

This document describes the BfL arrangements at _____ High School.

Parents/carers who require any further information are invited to contact _____ (Assistant Headteacher) by email _____ or _____ (Intervention Manager) at _____. Alternatively staff can be contacted by telephone on _____. Information on all aspects of BfL is available below and includes:

1. The rationale for BfL at _____
2. The Rewards system
3. Learning behaviour in lessons
4. Detentions
5. Punctuality
6. BfL around the school during social and lesson change over times
7. The Appeal process
8. Break and lunchtime arrangements
9. FAQ

1. Rationale

The development of a high standard of learning behaviour by students is essential in order for them to optimise their academic progress. Acquiring the skills and attitude necessary for learning is as important to students' educational well-being as is literacy, numeracy and other aspects of learning.

At _____, we focus on those areas of behaviour which have an immediate impact on an individual's ability to access learning. As such, we have high expectations of punctuality, learning behaviour in lessons and the manner in which students conduct themselves during social times.

The underlying philosophy of the _____ approach to BfL is that all students deserve the right to learn without anyone preventing them from doing so.

More than 32,000 children have been permanently excluded from schools in England since 2013-14

Guardian graphic. Source: Department for Education
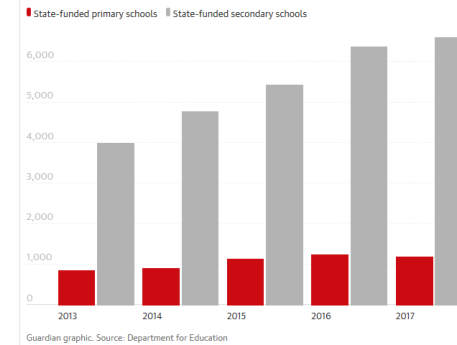
Children from mixed backgrounds had the highest rate of permanent exclusions in English schools in 2017-18
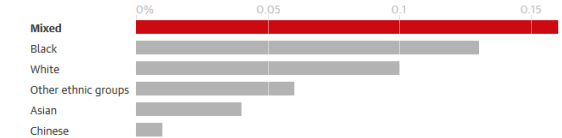
Guardian graphic. Source: Department for Education. Note: exclusion rate is expressed as a percentage of the school population of each ethnic group

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Rewards and consequences

20 September 2022

Rewards

Consequences

What is 'fairness'?

Should we consider these together, or separate?

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Seminar activity

20 September 2022

1. Using the Tom Bennett 'Developing behaviour management content for Initial Teacher Training (ITT)' document:

> In section 4 'Behaviour management content', identify which routines, relationships and responses would be seen in a school policy, in a departmental policy, used by classroom teachers.

> Identify areas where you as a teacher would be expected to implement wider school policy

2. Discuss in your group how you would like to organise or arrange your classroom to create a positive learning environment. Think about where you would sit particular pupils and how you would arrange the tables. Take into consideration subject specific requirements.

3. Using the scenario, discuss how you would implement the outcomes of question 2.

Scenario: Use the attached document for a Y7 class who you have been teaching for four weeks

4. Discuss your thoughts and views on the section of the film on exclusion

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Rules
Routines
Relationships

Professional Learning Activities

PLA 7: Behaviour for Learning

Activity 1:

Read **Creating a Culture: how school leaders can optimise behaviour**. Write notes and critically reflect on how this sits with your experiences of schools.

https://www.gov.uk/government/publications/behaviour-in-schools

Activity 2:

Listen to this BBC Radio 4 programme where the head teacher of the Michaela School, Katharine Birbalsingh and Education consultant, Dr Debra Kidd, debate whether discipline is the enemy of learning. Summarise the main points from both sides of the argument

Across the Red Line - Series 4 - Is Discipline the Enemy of Learning? - BBC Sounds

Related Directed Study Activity:

Watch this 14-minute video which focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils: https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446

Critical Reflection

Consider a 'critical incident' from your Placement 1 experience

Summarise it and prepare to share with the group.

- What happened?

- What made it critical?

- How

How was it dealt with?

Discuss how you might deal with it differently.

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

- The student teacher will teach several lessons each week
- All lessons should be given some form of feedback
- Two lessons should be conducted formally, using an LDR, and with time to review/discuss
  - These can be done by any member of staff, but it is useful if the PCM or Mentor conducts at least one
  - The student uploads these as part of their WPLR, prior to meeting the mentor
- The WPLR/Mentor meeting takes place to discuss progress towards weekly targets (based on LDRs and other evidence) and set new targets

How can we track progress?
What Personal Learning Foci might we set?

Behaviour for Learning and Class Management (TS1 & TS7)	Prompts and Questions
Forms a positive classroom environment which builds pupils' confidence.	• Describe a situation you've had to deal with, and how you altered your practice • What behaviour strategies have you seen used around the department or from university that you tried/would like to try? • How has your behaviour management changed and developed over time? • What are the most useful or challenging parts of the school behaviour policy?
Sets lessons at an appropriate level which challenges pupils of all abilities.	
Encourages enthusiasm in learning	
Shares clear rules, routines and expectations with pupils.	
Uses the school behaviour policy to deal with low-level disruptions.	
Begins to forge relationships to enable a calm and safe environment in the classroom.	
Ensures effective transition in lessons and between lessons (where appropriate)	
Presents evidence of having used content/material from Behaviour for Learning sessions in both the school and University setting.	

Behaviour for Learning and Class Management (TS1 & TS7)	Questions and Prompts
Establishes a safe and stimulating environment where all pupils are attentive and keen to learn throughout the lesson.	• Can you give an example of how you have impacted on the behaviour of a pupil within your class which required more than one strategy? • Which aspects of theory that you have learned in centre-based sessions have been most useful/impactful to you regarding managing pupil behaviour successfully? • How have you have adapted/or utilised different behaviour management strategies to meet the needs of pupils in the different Key Stages that you have encountered. • Can you give an example of a particularly difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience?
Maintains high expectations of all pupils, regardless of their ability.	
Is able to model and demonstrate positive attitudes, values and behaviour expected of pupils.	
Rules, routines and expectations are embedded in classroom practice	
Confidently addresses disruptions using the appropriate school behaviour policies, including following up serious concerns.	
Lessons are calm and safe and relationships are positive.	

Induction – what will the first few days look like?

Timetable Weighting: Placement 1
The weighting post induction to the end of Placement 1 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, students spend on Professional Learning Activities (PLAs)	Total number of lessons per week students should spend on lesson planning and preparation.
20	16	8	4	4
25	20	10	5	5
30	24	12	6	6

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 2022, 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 year in the latter stages of Placement 2.

PGCE Calendar 2022-23

Uni Week number	W/b	Mon	Tues	Wed	Thurs	Fri
51	5.9.22	S / S	GPE / GPE	DS	S	S
52/0	12.9.22	S / S	S	GPE	DS	S
1	19.9.22	S / S	GPE	S	DS	S
2	26.9.22	S / S	S	GPE		
3	3.10.22	S / S	GPE	S		
4	10.10.22		S	GPE		
5	17.10.22		S	GPE		
6	24.10.22	Reading week				
7	31.10.22	ED55019	GPE	S		
8	7.11.22		S	GPE		
9	14.11.22		S	GPE		
10	21.11.22		S	GPE		
11	28.11.22					
12	5.12.22					
13	12.12.22	University Day / S / ED5627			Interim Placement 1	
14	19.12.22	School Holidays (University Closed 26th to 3rd)				
15	26.12.22					
16	2.1.23	Bank holiday	ED55020			
17	9.1.23					
18	16.1.23					
19	23.1.23					
20	30.1.23				End of Placement 1 / ED5627	
21	6.2.23	S	S	S / GPE	DS	S
22	13.2.23	Reading week				
23	20.2.23	Secondary ASE				
24	27.2.23	S	S	S / GPE	DS	S
25	6.3.23	S	S	GPE	Start of Placement 2	
26	13.3.23		S	GPE		
27	20.3.23		S	GPE		
28	27.3.23					
29	3.4.23	School Holidays (University Closed 5th to 11th)				
30	10.4.23					
31	17.4.23	University Day / S / ED5628				
32	24.4.23				Interim Placement 2	
33	1.5.23	Bank holiday				
34	8.5.23					
35	15.5.23	ED55021 / ED55021 / Students will be on campus for only one of these days				
36	22.5.23					
37	29.5.23	Reading Week				
38	5.6.23					
39	12.6.23				End of Placement 2 / ED5628	
40	19.6.23	ECT Transition Week / PGCE Joint Lunch				
41	26.6.23	DS/Reading week/Additional placement if required				
42	3.7.23	DS/Reading week/Additional placement if required			End of Course	

Key

School based		S	Subject Session	ECT	Early Career Teacher
University based		GPE	General Professional Education	U	University Day
Directed Study - do not		DS	Directed Study	ED	Assignment Hand-in
- may shift based on pl		ASE	Alternative Setting Experience		

Next sessions

Date	Foci
4th October 2022 4-5.30 Online	• EDI and UK Feminista • Formal lesson observations • Lesson Dialogue Record and Post lesson conversation • Support and intervention process
22nd November 2022 4-5.30 Online	• Personal foci and tracking progress review • Preparing for Interim Placement formative assessment • Mentor feedback - any concerning gaps linked to CCF areas

Support can be accessed from:

Partnership Office: Sharon Grey   cbass-admin-pdu@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: Chris Ince Christopher.Ince@Brunel.ac.uk