# Mentor support and development session 2: Phase 1 Placement

2021/22

**Monday 27th September 2021**

# In this session we will:

- Present the Equality, Diversity and Inclusion Placement Policy at Brunel University London

- Advice and guidance on attendance policy (inc. Covid)

- Introduce Brunel's Curriculum

# Student profile

**164 Students newly enrolled:**

**89 Primary**

**75 Secondary:**

- **English 18**

- **Maths 25;**

- **PE 10;**

- **Sciences 22;**

**All have started the PGCE programme with on a blend of on-campus and online teaching.**

# Expectations for Phase 1

Access to the website – Password: Brunelpartners

https://www.brunel.ac.uk/education/postgraduate-programmes/ite-pgce-programmes

School experience handbook:

Calendar: page 9

Timetable weighting: page 32 (P), page 28 (S)

Lesson Dialogue Record: page 33 (P), page 29 (S)

# Student Equality Work Placement Policy and Guidelines

The Head of Department, Anne Chappell, is responsible for the operation of this policy and has delegated this responsibility to Balbir Kaur ([Balbir.kaur@brunel.ac.uk](mailto:Balbir.kaur@brunel.ac.uk) ) to act as the gatekeeper for the policy.

Scope of the policy:

- A current student will not be treated less favourably than any other student at any stage of securing and completing their work placement.

- Appropriate guidance is available to help students navigate the work placement process including the application stage, interview, recruitment and the successful completion of the work placement.

- Clear expectations and responsibilities are communicated on what behaviours and practices are required both of the students and placement providers.

# Student Equality Work Placement Policy and Guidelines

This policy aims to set out clear roles and responsibilities for Brunel University London, Brunel's students and placement providers.

It outlines equality related legal implications for all the parties, which may arise from placement activities. Equality legislation covers issues relating to disability including ill-health, religion and / or belief, gender reassignment, sex, race, pregnancy and maternity, age and sexual orientation.

## 1.2 Placement Providers

Work placement <u>providers have a duty as employers under the Equality Act 2010 towards students on placements</u>, irrespective of the student's paid or unpaid status and should ensure that placement students are given the same support as other employees of the organisation.

# Reporting any issues of bullying, harassment and discrimination.

1. Placement provider in the first incidence.

2. Link tutor.

3. Personal Tutor; programme lead; Director of ITE.

**2.3 Placement Providers**

Placement providers as part of the placement induction should provide the appropriate training and / or briefing on the organisation's policies and procedures relating to equality and diversity. Such training and / or briefing should contain equality related issues in the work environment. It should also include, but not be limited to, issues relating to race, disability, medical condition, gender, religion and / or belief, age and sexual orientation.

# Raising awareness of equality and diversity in Initial Teacher Education

Bhopal, K. and Rhamie, J. (2014) Initial teacher training: understanding 'race,' diversity and inclusion, Race Ethnicity and Education, 17:3, 304-325,

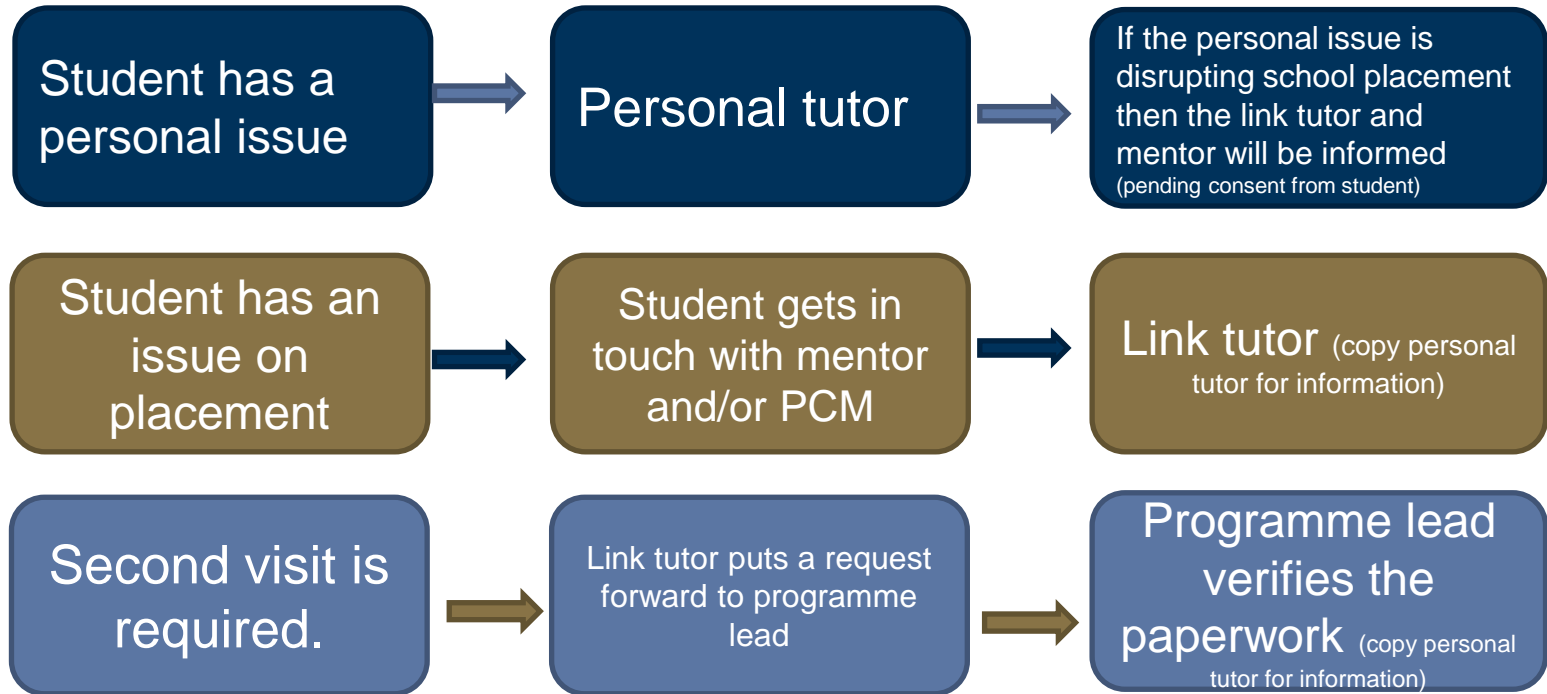Addresses some interesting themes around:

- How ST manage conversations around diversity and citizenship.

- How diversity is included in the curriculum.

- ST understanding of racialised identities and discourses that examine what it means to be 'white' what it means to be 'black' in the context of ITE.

For mentors it provides an insight into research on equality and diversity in ITE and how mentors interact and support STs whilst on placement.

It could inform the professional dialogues mentors have with the STs that explore issues of equality, diversity and identity and how that impacts teaching?

For mentors to reflect on the impact of the Equalities Act 2010 and how it affects the 'education' of STs.

# Lines of communication

Student has a personal issue → Personal tutor → If the personal issue is disrupting school placement then the link tutor and mentor will be informed (pending consent from student)

Student has an issue on placement → Student gets in touch with mentor and/or PCM → Link tutor (copy personal tutor for information)

Second visit is required. → Link tutor puts a request forward to programme lead → Programme lead verifies the paperwork (copy personal tutor for information)

# URGENT information required: Health and Safety Checklist

- Health and Safety Checklist on Pebblepad
- This must be signed by the student and the mentor
- Point 5b of the checklist refers to Brunel's policy on reporting accidents/ill health whilst on placements
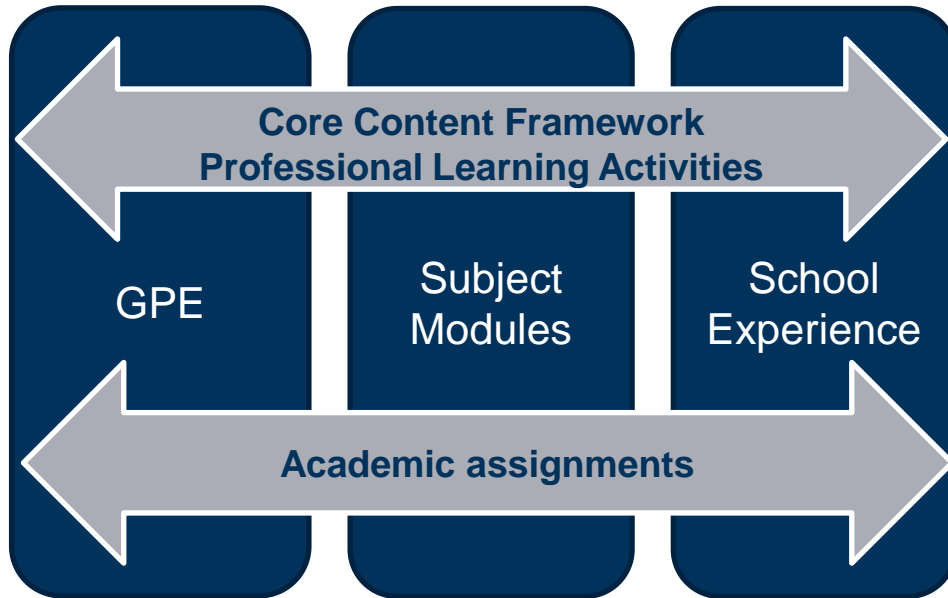
**Brunel ITE- Covid protocol for school placements**

- First activity is for students to find out about Covid protocol in school.
- If a student teacher has symptoms, they must test and not go into school until they are sure of the results.
- Students are advised to follow the school's protocols for Health and Safety and Covid-19 related matters. (See Pebblepad)
- Student teachers should not be used as supply teachers, to provide cover for absent teachers

**What happens to students who need to self-isolate?**

- Alert us and their school (recorded on pebblepad). Overall absence is assessed at the end of the year and may require the student to do some additional time in school if it is going to help them meet the Teachers' Standards.
- If well enough, students can continue to work with the school remotely by preparing lessons, jointly planning with teachers, carrying out any other preparation and activities.

# Brunel's Curriculum:

**Core Content Framework**
**Professional Learning Activities**

GPE | Subject Modules | School Experience

**Academic assignments**

Primary Assignments:
- Learning theory critique
- Pupil Profile Analysis

Secondary Assignments:
- Professionalism
- Literature review on a chosen area of the curriculum
- Review and evaluation of a sequence of lessons taught, based on a chosen area of the curriculum.

# Core Content Framework

- This framework outlines the minimum entitlement, and is not subject or phase specific.

- Providers and their partners are responsible for meeting this entitlement.

  ➢ Behaviour for Learning and High Expectations (TS1, 7)

  ➢ Pedagogy (TS2, 4, 5)

  ➢ Curriculum and Subject Knowledge (TS3)

  ➢ Assessment (TS6)

  ➢ Professional Behaviours (TS8)

Teachers' Standards: Part 2

Strong emphasis on memory – this is supplemented with our own curriculum, for example focusing on social constructivism, and the belief that making connections, and opportunities to use manipulatives and discuss their work contribute to their understanding

## How Pupils Learn (Standard 2 – 'Promote good progress')

| Learn that… | Learn how to… |
|---|---|
| 1. Learning involves a lasting change in pupils' capabilities or understanding. | **Avoid overloading working memory, by:**<br>• *Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.*<br>• *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).* |
| 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. | **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**<br>• *Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).* |
| 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. | |
| 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. | **Build on pupils' prior knowledge, by:**<br>• *Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.*<br>• *Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.* |
| 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. | **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**<br>• *Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.* |
| 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. | |

# Professional Behaviours (Standard 8 – 'Fulfil wider professional responsibilities')

## Activity: What activities could you engage your student teacher in *Learning How to:*

**Manage workload and wellbeing, by:**

- Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.

- Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).

- Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.

**And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

- Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

# Week-by-week Guide (p. 34 of school experience handbook (primary))

| Week Placement number | Professional Learning Activity |
|---|---|
| 1/2/3 Induction and observations w/b 20th Sept (part weeks in school) | *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. Mentor and Student Teacher to complete Health and Safety Form. |
| | *Student teacher* to share completed **Safeguarding PLA 3** and audit *(appendices of PLA handbook)* |
| | *Mentor/PCM and student teacher* to exchange e-mail address/ school phone number or any other necessary contact details. |
| | *Student Teacher* to give the mentor/PCM their Link Tutor's name and contact details so that three-way communication can be facilitated. |
| | *Mentor/PCM* to share behaviour policy, reward and sanction procedures for class and school |
| | *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. |

# Week-by-week Guide (p. 27 of school experience handbook (secondary))

**Pattern of Placement**

| Phase | Dates | Suggested Activities |
|---|---|---|
| Initial Induction and Preparatory Phase | 23rd and 24th Sept, 30th Sept and 1st Oct, 7th and 8th Oct<br><br>11th Oct to 22nd Oct | Familiarity with policies and procedures in the school: safeguarding.<br>Meetings with PCM and Mentor to discuss Initial Needs Analysis (INA).<br>Discussion of timetable in relation to INA.<br>School-based professional studies programme.<br>Observation of best practice in school.<br>Professional Learning Activities (PLA).<br>Meetings with key people i.e. year leaders, SENCo, LSAs, etc.<br>Focused observation and team teaching for groups on timetable.<br>Possibly some teaching of parts of lessons<br>Individual pupil shadow and pupil mentoring.<br>Gathering information and data on groups and pupils being taught.<br>Discussions with existing teachers for these groups.<br>Timetable of whole class teaching, if appropriate<br><br>Teaching of some classes and/or parts of lessons, building up to whole class teaching after half term |
| October half term | 25th to 29th Oct | Planning for lessons |
| Phase 1 Block School Experience | 1st Nov 2020 to 4th Feb 2021 | Timetable of whole class teaching as per weightings<br>Professional Learning Activities.<br>Observation of best practice in school.<br>Attachment to form group.<br>Planning and preparing.<br>University sessions and support – GPE days and link tutor visit<br>Negotiated involvement with extra-curricular activities.<br>School-based professional studies programme.<br>Working with other adults: TA/LSA and parents/carers. |

**General Professional Education sessions based on the Core Content Framework and Professional Learning Activities.**

**Partnership colleagues are invited to GPE sessions.**

**Term 1 ED5617, ED55019**

| Session | Date | Focus | PLA |
|---|---|---|---|
| 1 | 8/9/21 | Professionalism and Values<br><br>*Fulfil wider professional responsibilities* | PLA1 |
| 2 | 8/9/21 | Embedding reflection in practice<br><br>*Fulfil wider professional responsibilities* | PLA 2 |
| 3 | 15/9/21 | Safeguarding 1<br><br>*Fulfil wider professional responsibilities* | PLA 3 |
| 4 | 15/9/21 | Equality, Difference and Diversity<br><br>*Fulfil wider professional responsibilities* | PLA 4 |
| 5 | 22/9/21 | Learning Theories<br><br>*Promote good progress* | PLA 5 |
| 6 | 29/9/21 | Behaviour for Learning<br><br>*Set high expectations and manage behaviour effectively* | PLA 6 |
| 7 | 6/10/21 | Curriculum and National Curriculum<br><br>*Demonstrate good subject and curriculum knowledge* | PLA 7 |
| 8 | 13/10/21 | Principles of planning, teaching and assessment<br><br>*Set high expectations, plan and teach well-structured lessons and make accurate and productive use of assessment* | PLA 8 |
| 9 | 20/10/21 | Embedding Equality, Difference and Diversity( Including EAL)<br><br>*Fulfil wider professional responsibilities and adapt teaching* | PLA 9 |

# Examples of PLAs

## PLA 3: Safeguarding

**Activity 1:**

**Before you start your Phase 1 school placement:**

1. Read "Keeping Children Safe in Education" (DfE, 2021):
   https://www.gov.uk/government/publications/keeping-children-safe-in-education

2. Read "Safeguarding and remote education during coronavirus (COVID-19)" (DfE. 2020):
   https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

3. Explore the information available on the NSPCC website: http://www.nspcc.org.uk/ and sign up to CASPAR: https://www.nspcc.org.uk/services-and-resources/research-and-resources/sign-up-to-caspar/

4. Look at Andrew Hall's website for free safeguarding briefings and updates:
   https://www.safeguardinginschools.co.uk/andrew-hall/

5. Read " Sexual Violence and Sexual Harassment Between Pupils in Schools and Colleges" (DfE, 2018) https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

**Activity 2:**

**During your induction/preparation days in both Phases 1 and 2 complete these activities to familiarise yourself with your placement schools:**

1. Meet with the Designated Safeguarding Lead.

2. Ensure you understand the Safeguarding and Child Protection policies including safeguarding procedures, staff code of conduct, E-Safety and the Prevent Strategy within the school context.

3. Find out what the contextual key issues for safeguarding are within the school and local school setting.

4. Find out your role of a student teacher in relation to safeguarding.

5. Complete the Safeguarding audit (see appendices) and keep in your PLA file.

6. E-safety: all schools have an Acceptable Users Policy (AUP) to establish safe and responsible online behaviours. You may be asked to read and sign this on your first day; therefore, please read any policy or documents related to E-safety before starting.

## PLA 6: 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

Next sessions are:
- Friday 8th October 4-5pm
- Friday 15th October 4-5pm