Brunel University London
Initial Teacher Education Partnership

Link Tutor, Mentor and PCM Development Session 2

2022-23

Placement 2 School Experience

Intentions of this session:

- Explore input on Equality, Diversity and Inclusion - the UK Feminista teacher training resources, the anti-racist framework for ITE/T and social justice perspectives
- Consider the role of formal lesson observations and the use of the Lesson Dialogue Record
- Explore what a post-lesson conversation may look like
- Identify processes if student progress not on track

EDI

	3pm-5pm		GPE 4 Equality and Diversity 1	Primary and Secondary separate sessions Primary: Bal, Ammal Giuliana Secondary: Chris (Ruth?)	Learn that: 1.2 teachers are key role models who can influence the attitudes, values and b of their pupils 1.5 a culture of mutual trust and respect supports effective relationships 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. Learn how to improve at: 1. 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 developm stage of the pupil.

Date	Time	Venue	GPE sessions	Staffing /PLA activity	Links to CCF
19/10	2-6pm		GPE 10: Embedding Equality, Difference, and Diversity in the primary curriculum (including Gyspy, Roma and Traveller Community, EAL Part 1) Embedding Equality, Difference, and Diversity in the secondary curriculum (including EAL)	Separate sessions Primary: Bal, Geeta and Giuliana with school partners (EAL, inclusion policies) Secondary: Chris with school partners (EAL, inclusion policies)	Learn that: 1.2 teachers are key role models who can influence the attitudes, value of their pupils 1.5 a culture of mutual trust and respect supports effective relationship 1.6 High-quality teaching has a long-term positive effect on pupils' life c particularly for children from disadvantaged backgrounds. 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching Learn how to improve at: 1. 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. 5. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

The Equality Act 2010 and schools

Departmental advice for school leaders, school staff, governing bodies and local authorities

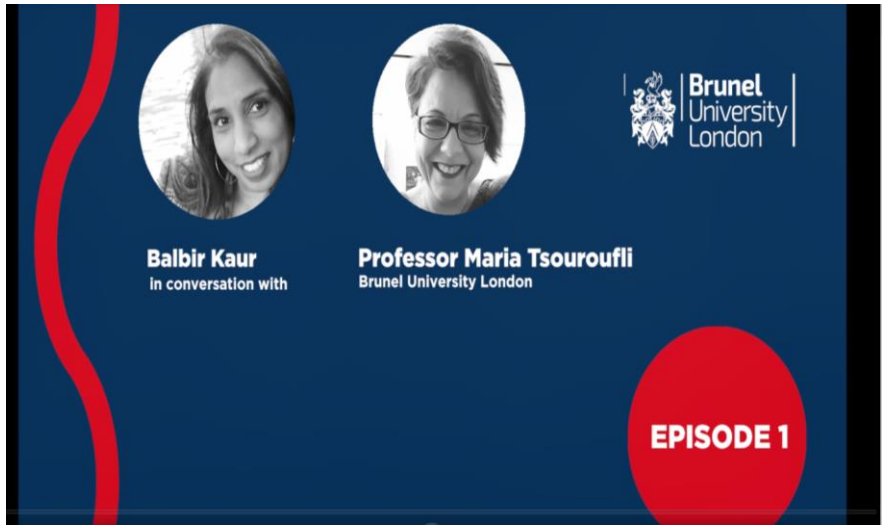
May 2014

https://ukfeminista.org.uk/

https://www.ncl.ac.uk/mediav8/institute-for-social-science/files/NU%20Anti-racism%20Framework%20final-compressed.pdf

Consider the impact of sexism in schools and society
How and why school communities should work together to tackle sexism
What are sexual harassment, sexist language and gender stereotyping
What are the practical tools for challenging sexual harassment, sexist language and gender stereotyping in the classroom

Podcast series: RE-examining Social Justice perspectives in Teacher Education



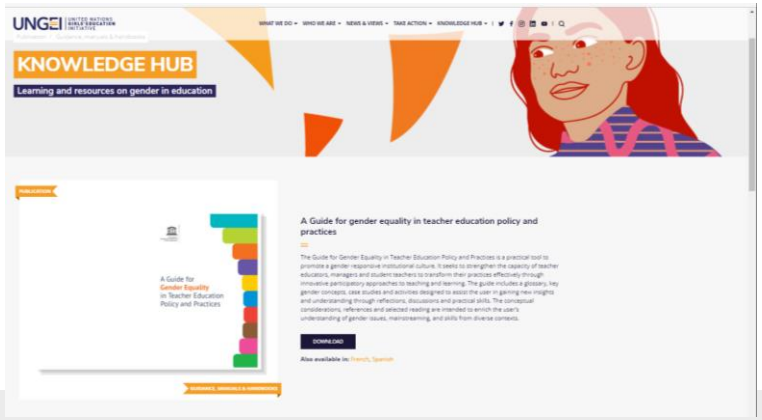
Podcasts with experts in their field and practice (Organised by Balbir Kaur). Topics include

- Re-examining social justice for teacher education
- Gender and education
- Literature and decoloniality
- Decolonising the curriculum
- Supporting refugee children.

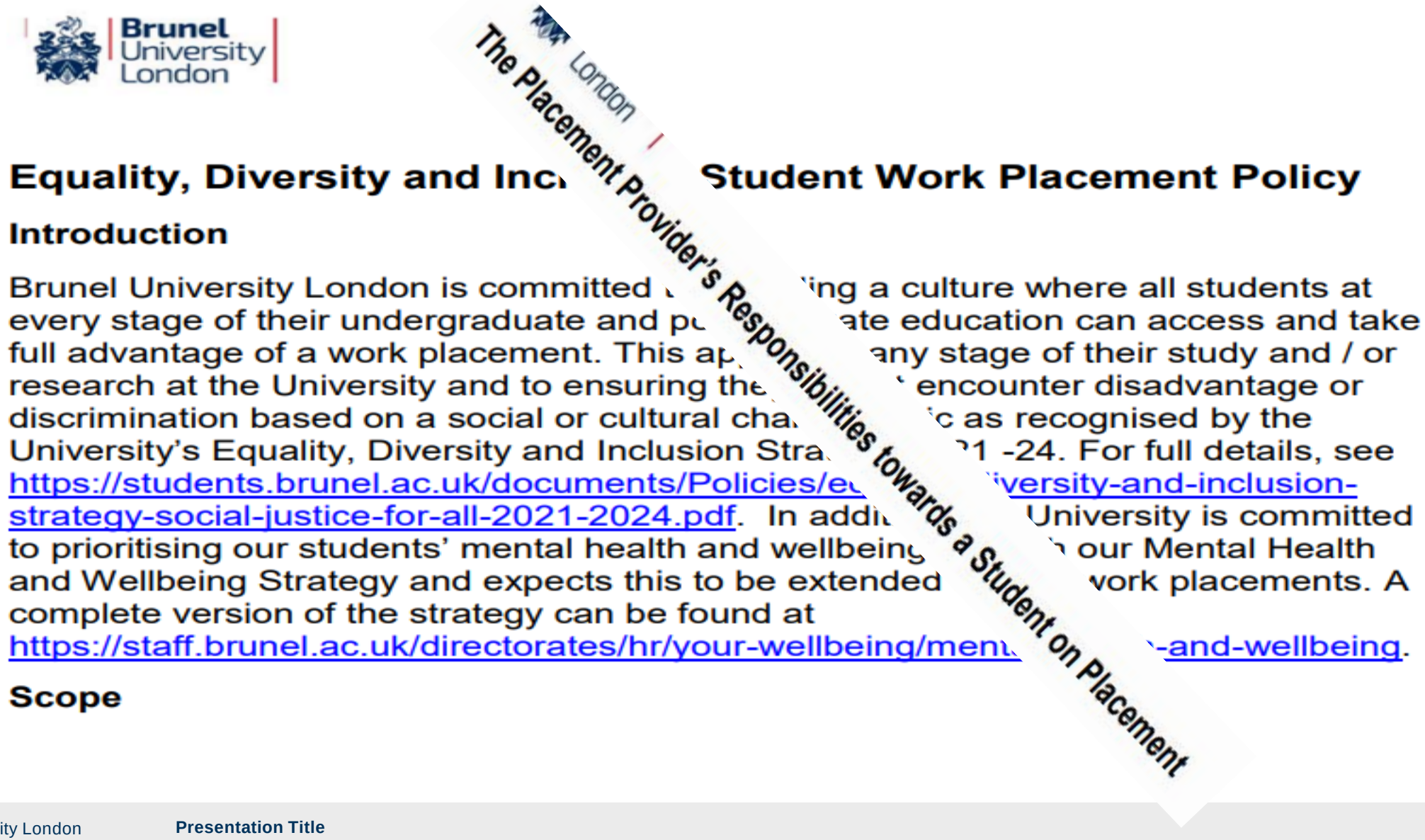
Podcast on Gender and Education with Maria Tsouroufli based on her research in schools in England.

https://drive.google.com/file/d/1hfp_7vdAecI2DAD25x0xDYzhdkU42jJI/view?usp=sharing

- A Guide for gender equality in teacher education policy and practices | UNGEI



EDI Student Work Placement Policy



Brunel University London

The Placement Provider's Responsibilities towards a Student on Placement

Equality, Diversity and Inc Student Work Placement Policy

Introduction

Brunel University London is committed ing a culture where all students at every stage of their undergraduate and p ate education can access and take full advantage of a work placement. This ap any stage of their study and / or research at the University and to ensuring the encounter disadvantage or discrimination based on a social or cultural cha c as recognised by the University's Equality, Diversity and Inclusion Stra 1 -24. For full details, see https://students.brunel.ac.uk/documents/Policies/e iversity-and-inclusion-strategy-social-justice-for-all-2021-2024.pdf. In addi University is committed to prioritising our students' mental health and wellbeing our Mental Health and Wellbeing Strategy and expects this to be extended work placements. A complete version of the strategy can be found at https://staff.brunel.ac.uk/directorates/hr/your-wellbeing/men -and-wellbeing.

Scope

Expectations regarding Lesson planning and formal lesson observations

Lesson planning:
Student teachers write their lesson plans on the Brunel lesson plan pro forma during the Placement Two. Our expectation is that students show plans to class teachers/mentors in advance (at a mutually agreed date/time) to obtain guidance. They should then adjust in line with feedback. **Where students are making progress at their interim assessment, they may use the school lesson plans during the final weeks of the placement.**

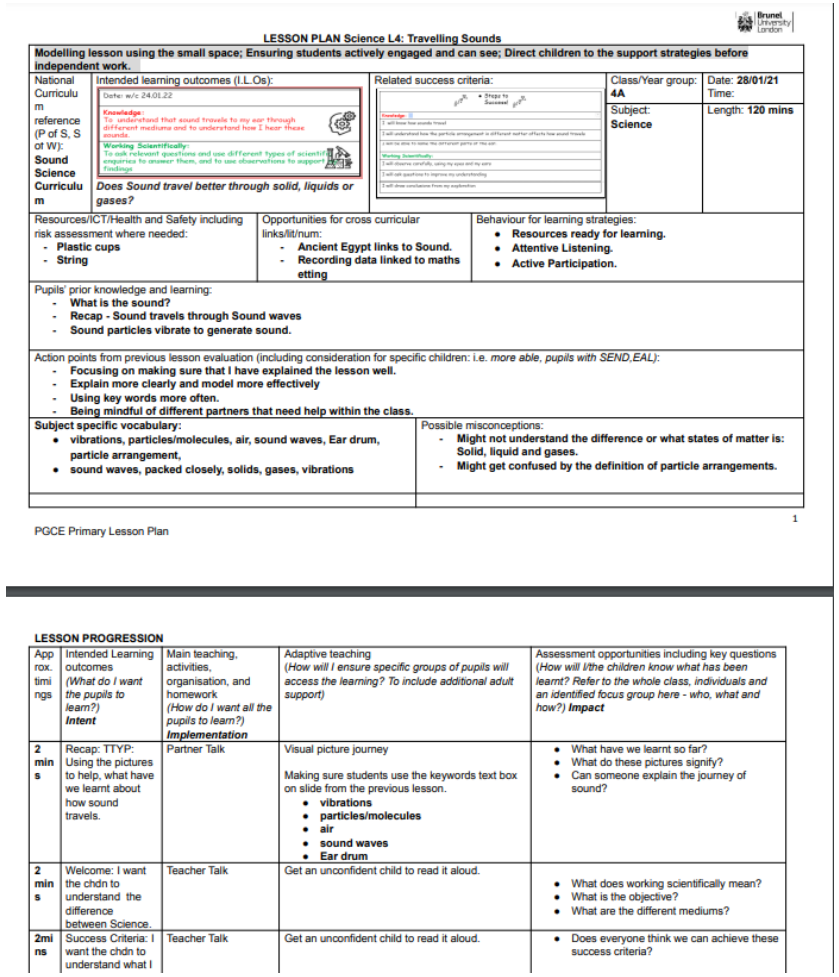
Written feedback on teaching (from Week 2):
Mentor and student teacher complete **a Weekly Professional Learning Record** following the **Weekly Professional Learning Meeting: this is to be completed from Week 2.**
Formal observations of one lesson per week (from Week 3)
Please ensure that formal observations of a range of subjects are covered over the placement.

School Experience Handbook – also, Appendix 2 Week by Week guide already shared

For the formal observations, mentors/PCMs annotate the student teacher's lesson plan with feedback and complete 1 x **Lesson Dialogue Record** (LDR) each week. The student teacher uploads both, the annotated lesson plan and LDR to PebblePad in the WPLR.

We also recommend that Appendix 2 is printed out in preparation for weekly professional learning meetings. This document indicates the professional learning activities that should be covered each week.

Formal observation, annotated lesson plan and Lesson Dialogue Record



LESSON PLAN Science L4: Travelling Sounds

Modelling lesson using the small space; Ensuring students actively engaged and can see; Direct children to the support strategies before independent work.

National Curriculum reference (P of S, S of W): **Sound Science Curriculum**	Intended learning outcomes (I.L.Os): Date: w/c 24.01.22 **Knowledge:** To understand that sound travels to my ear through different mediums and to understand how I hear these sounds. **Working Scientifically:** To ask relevant questions and use different types of scientific enquiries to answer them, and to use observations to support findings. ***Does Sound travel better through solid, liquids or gases?***	Related success criteria:	Class/Year group: **4A** Subject: **Science**	Date: **28/01/21** Time: Length: **120 mins**

Resources/ICT/Health and Safety including risk assessment where needed: - **Plastic cups** - **String**	Opportunities for cross curricular links/lit/num: - **Ancient Egypt links to Sound.** - **Recording data linked to maths etting**	Behaviour for learning strategies: • **Resources ready for learning.** • **Attentive Listening.** • **Active Participation.**

Pupils' prior knowledge and learning:
- **What is the sound?**
- **Recap - Sound travels through Sound waves**
- **Sound particles vibrate to generate sound.**

Action points from previous lesson evaluation (including consideration for specific children: i.e. *more able, pupils with SEND,EAL)*:
- **Focusing on making sure that I have explained the lesson well.**
- **Explain more clearly and model more effectively**
- **Using key words more often.**
- **Being mindful of different partners that need help within the class.**

Subject specific vocabulary: • **vibrations, particles/molecules, air, sound waves, Ear drum, particle arrangement,** • **sound waves, packed closely, solids, gases, vibrations**	Possible misconceptions: - **Might not understand the difference or what states of matter is: Solid, liquid and gases.** - **Might get confused by the definition of particle arrangements.**

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PGCE Primary Lesson Plan

LESSON PROGRESSION

Approx. timings	Intended Learning outcomes *(What do I want the pupils to learn?)* ***Intent***	Main teaching, activities, organisation, and homework *(How do I want all the pupils to learn?)* ***Implementation***	Adaptive teaching *(How will I ensure specific groups of pupils will access the learning? To include additional adult support)*	Assessment opportunities including key questions *(How will I/the children know what has been learnt? Refer to the whole class, individuals and an identified focus group here - who, what and how?)* ***Impact***
2 mins	Recap: TTYP: Using the pictures to help, what have we learnt about how sound travels.	Partner Talk	Visual picture journey Making sure students use the keywords text box on slide from the previous lesson. • **vibrations** • **particles/molecules** • **air** • **sound waves** • **Ear drum**	• What have we learnt so far? • What do these pictures signify? • Can someone explain the journey of sound?
2 mins	Welcome: I want the chdn to understand the difference between Science.	Teacher Talk	Get an unconfident child to read it aloud.	• What does working scientifically mean? • What is the objective? • What are the different mediums?
2mins	Success Criteria: I want the chdn to understand what I	Teacher Talk	Get an unconfident child to read it aloud.	• Does everyone think we can achieve these success criteria?

Lesson Dialogue Record (to be uploaded to PebblePad)

Part A: To be completed by the Student Teacher before the lesson:

Documents to be provided in advance of the lesson by the Student Teacher:

Lesson plan (to be annotated on by observer)	✓	Resources (as appropriate)	✓
Information on pupil groups (SEND; EAL; able; FSM/PP)	✓	Seating plan (as appropriate)	✓
		Annotated version of previous lesson plan and evaluation (as appropriate)	✓

Name	***** *****	School	*****
Subject area	Maths	Date of feedback	08/10/18
Time of lesson	9.30am	Sequence of lesson	2nd lesson on using the ENL
Observer	Gwen Ineson	Key stage/ Year group	KS1, year 1
Teaching space	Classroom	Number of pupils	29

Professional Learning Foci (related to the Tracking Progress Documents and taken from the WPLR):

- I have been working on ensuring I maintain high expectations of behaviour
- I have researched my subject knowledge on using the ENL for subtraction
- I have considered how to ensure all pupils within the class can access the learning material

Part B: To be completed by the observer after the lesson:

Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to: High Expectations and Managing Behaviour (S1 and S7);

Post-lesson dialogue and overview on page 35 of handbook

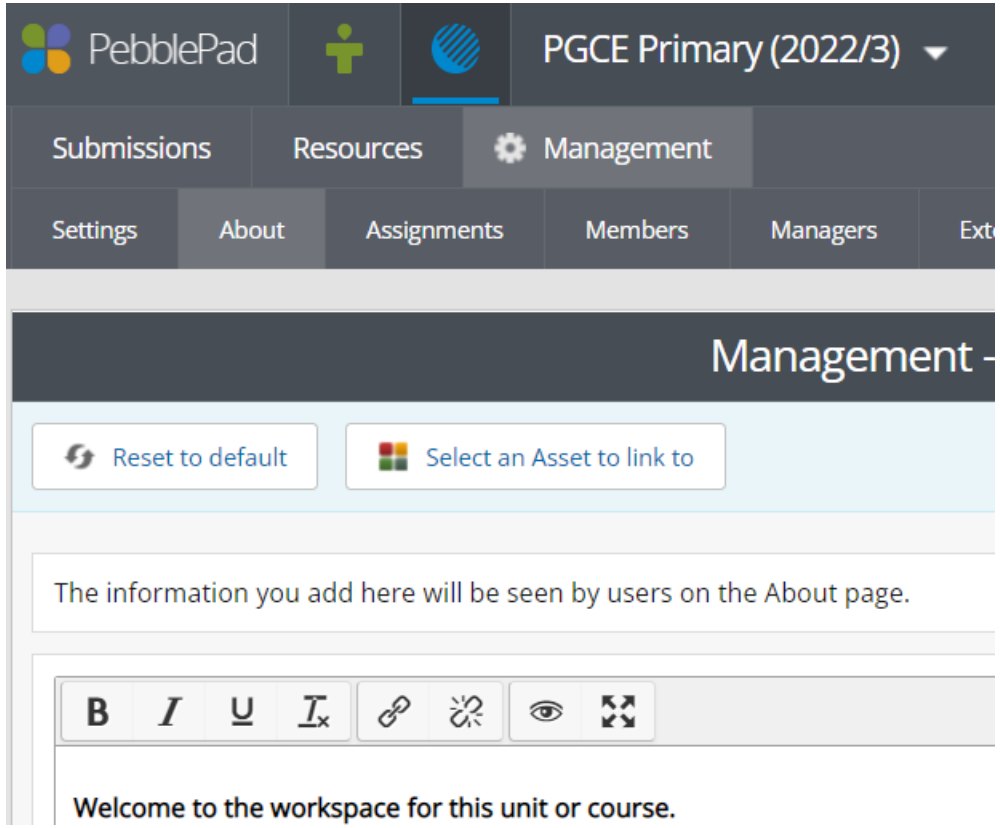
Overview of Professional Learning, Monitoring and Assessment

The Brunel University London Teacher Education Partnership has a commitment to ensuring that student teachers meet the Teachers' Standards at the highest level possible by the end of the programme. The following diagram is an 'at a glance' illustration of the professional learning process and how this feeds into the assessment of student teachers.

Initial Needs Analysis	The Initial Needs Analysis integrates professional learning foci and strategies, which are cross referenced to the 5 areas in the Core Content Framework. The student teacher drafts the INA in preparation for Placement 1; these will be the professional learning foci for the first WPLR. This is completed on PebblePad and shared with the mentor at the start of placement.
Weekly Professional	The student teacher reflects against each professional learning foci with comments about how this has impacted pupil progress. The student teacher

1. What are Indy's personal learning foci from previous week?
2. What does she think she has done to address these?
3. What other positive observations did the mentor make and how did she share these?
4. What assessment strategies did Indy use?
5. What personal foci next?
6. What are the strengths of this dialogue? Any "Even Better If…."

PebblePad Login and Mentor Role



PCM and mentor emails – IT can then set up manually

Partnership will share information and guidance on access

Students can show you via their login

Once you have access please go in and “tick” any outstanding mentor confirmation boxes on the WPLR.

Key to do weekly – dates do show so it is evident when students upload and when mentors/PCMs sign

Interim assessment and end of placement assessment 28th April/16th June – guidance will be sent out in advance

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

https://jamboard.google.com/d/1EjweN6MgXT8Xrh-0naPdNcOjKriTazvI5TtAx-UhWXc/edit?usp=sharing

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