



Mentor support and development session 2: Phase 2 Placement

2021/22

Monday 14th March 2022

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 a blend of on-campus and online teaching.

Expectations for Phase 2

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 31 (S)

Lesson Dialogue Record: sent as word document via PDU, also available on the website, link above.

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) 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

14 March 2022

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 providers have a duty as employers under the Equality Act 2010 towards students on placements, 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:

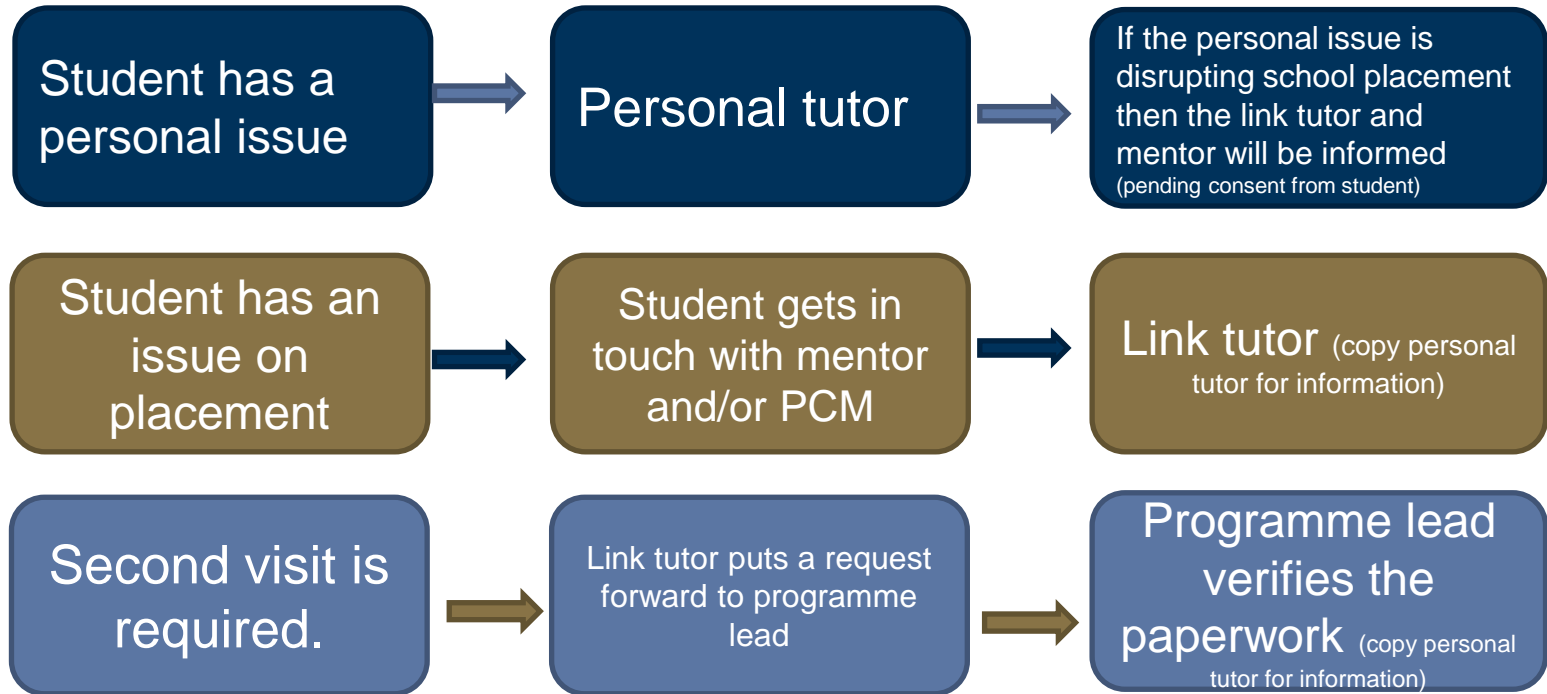
- How ST manage conversations around diversity and citizenship.
- How diversity is included in the curriculum.
- ST understanding of racialised identities and discourses that examine what it means to be 'white' what it means to be 'black' in the context of ITE.

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



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

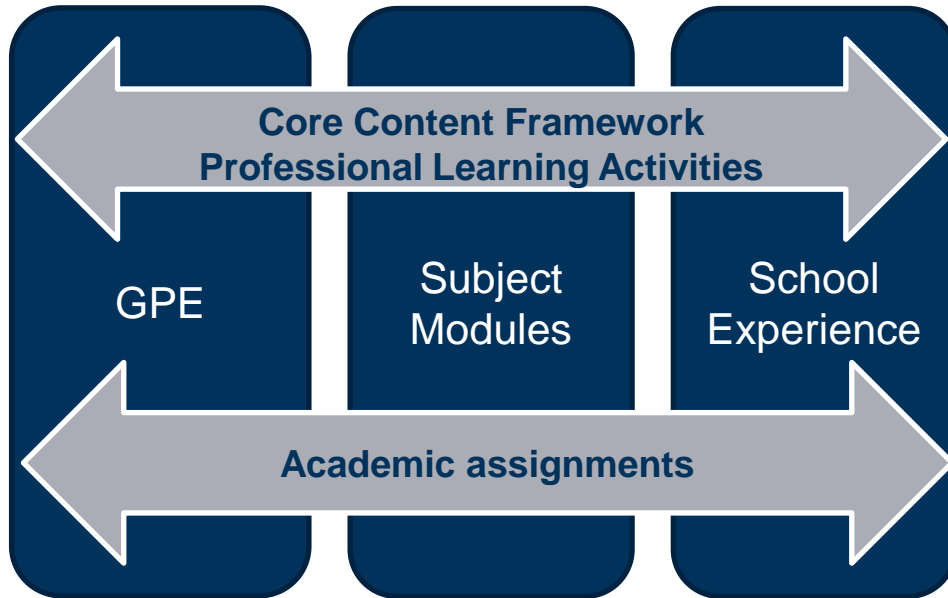
Brunel ITE- Covid protocol for school placements

- First activity is for students to find out about Covid protocol in school.
- If a student teacher has symptoms, they must take a LFT and follow school procedure.
- 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:



Primary Assignments:

Phase 1:

- Learning theory critique
- Pupil Profile Analysis

Phase 2

- Curriculum Enhancement - plan, deliver and evaluate a sequence of lessons based on focus area.

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.

Academic assignments: Assignment 3

Primary: Curriculum Enhancement Areas:

Physical Education For All

Critical Planning: Culturally Responsive Pedagogies- Decolonizing the Curriculum in a Culturally Relevant Way.

Rethinking Mathematics Education

Literacy and Culture

Students will have been working on one of these areas with university tutors; they will need to plan the sequence of lessons in relation to their learning within their chosen area.

Secondary

Presentation evaluating the intent, implementation and impact of teaching your medium term plan.

A critical discussion of why and how you have planned for the medium term with specific intent, making reference to key educational literature (potentially drawn from ED55020).


Review of the implementation of content (pedagogies) and structure (organization) of your annotated medium term plan and key lesson plans (with reference to resources as appropriate).

Evaluations completed during your teaching of the lessons and the impact of these on your ongoing planning during the medium term. Evidence will be drawn from the annotated medium term plan, lesson plans and evaluations using relevant pro-formas.

Conclusions summarising your key findings from this evaluation and recommendations for future planning.

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

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

Learn that...	Learn how to...
<ol style="list-style-type: none"> 1. Learning involves a lasting change in pupils' capabilities or understanding. 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. 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. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge. 6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly. 	<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 content).</i> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> • <i>Breaking complex material into smaller steps (e.g. using partially completed examples to focus pupils on the specific steps).</i> <p>Build on pupils' prior knowledge, by:</p> <ul style="list-style-type: none"> • <i>Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.</i> • <i>Discussing and analysing with expert colleagues how to identify possible misconceptions and plan how to prevent these forming.</i> <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>

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

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. 35 of school experience handbook (primary))

Week-by-Week guide to Phase Two

This schedule is NOT an exhaustive list but includes most of the key professional learning points.

Week Placement number	Professional Learning Activity
1-2 w/b 7 th March (part weeks)	<p>Initial Induction and Prep</p> <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. Mentor and Student Teacher to complete Health and Safety Form.</p> <p>Student teacher to revisit Safeguarding PLA 3 and audit (<i>appendices of PLA handbook</i>); complete PLA 17 which includes familiarisation with how school has operationalised the PREVENT strategy.</p> <p>Mentor/PCM to share behaviour policy, reward and sanction procedures for class and school</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.</p> <p>Mentor to make available medium term planning for core and foundation subjects that the student teacher will be teaching.</p> <p>Student teacher to obtain a copy of the class and school timetable and note carefully break times, assemblies, playtime duties, staff meeting, team planning meeting dates etc.</p>

Guide to Phase 2 - secondary

50% teaching at the end of Phase 1.

By the end of Phase 2 in June, students need to be teaching 2/3 of a timetable.

Induction activities:

- Observations of classes on the timetable and otherwise
- Meeting class teachers
- Meeting key staff
- Gathering data about classes on the timetable

Mentor and student teacher:

Agree how the teaching load is going to progress over the 11 weeks of the placements, so that the student teacher is teaching 2/3 by the end of the placement. Examples include but are not limited to:

- starters for all classes;
- taking one class on at a time for the first few weeks (one new class per week);
- one class and team teach one more, gradually building up week by week
- straight into teaching 50%, where student teachers feel confident about doing so.

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

Partnership colleagues are invited to GPE sessions.

Session	Date	Focus	PLA
15 (PRI)	9/02/22	Applying for first posts Teachers' Fair <i>Fulfil wider professional responsibilities</i>	PLA 15
HALF TERM			
16 (PRI)	23/02/22	Behaviour for Learning 2 <i>Manage behaviour effectively</i>	PLA 16
16 (SEC)	2/03/22	Behaviour for Learning 2 <i>Manage behaviour effectively</i>	PLA 16
17	9/03/22	Safeguarding 2 <i>Fulfil wider professional responsibilities</i>	PLA 17
18	16/03/22	Resilience and wellbeing <i>Fulfil wider professional responsibilities</i>	NO PLA
19	23/03/22	Working with others <i>Fulfil wider professional responsibilities and adapt teaching</i>	PLA 19
20	23/03/22	More Able <i>Set high expectations and adapt teaching</i>	PLA 20
21	20/6/22	Professional learning, transition and induction <i>Fulfil wider professional responsibilities</i>	No PLA
22	21/6/22	NQT and Leadership pathways	No PLA

Examples of PLAs

PLA 17: Safeguarding 2

Activity 1:

Read Prevent Duty; look at school policy and strategies.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Activity 2:

Revisit the safeguarding audit from PLA 3; address any updates or gaps.

Activity 3:

Explore the resources on these links:

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Related Directed Study Activities:

Explore the Educate Against Hate website and the resources available.

PLA 18: Resilience and Wellbeing

Activity 1:

Watch this 9-minute TED talk which explains the importance of self-care for teachers and how they need to prioritise their own well-being in the same way as they do for the pupils they teach:

<https://www.youtube.com/watch?v=5O5QlqDxjg>

Activity 2:

Watch this 10-minute video which provides some time saving workload tips for new teachers:

https://www.youtube.com/watch?v=OKW_Y2E7KK8

Take some time out to try out one of the suggestions from the session.



Next sessions are:

- Friday 25th March 4-5pm
- Tuesday 29th March 4-5pm