



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Placement 2 Experienced Link Tutors, PCMs and Mentors

2022-23

Placement 2 School Experience

Intentions of this session:



- Share a partnership school's approach
- Consider how to provide challenge for stronger student teachers especially as this is placement 2
- Explore/map school based learning in relation to the "Learn how to...." in the CCF
- Share research and resources related to Equality, Diversity and Inclusion
- Consider the Mentor Standards

How can mentors challenge those student teachers who are already very strong to ensure they continue to develop?



<https://brunel.padlet.org/gianniseftymiou4/challenging-student-teachers-gb7qavtubzzaghus>

Learn How To

High Expectations (Standard 1 – ‘Set high expectations’)	
Learn that...	Learn how to...
<ol style="list-style-type: none"> Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. Setting clear expectations can help communicate shared values that improve classroom and school culture. A culture of mutual trust and respect supports effective relationships. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds. 	<p>Communicate a belief in the academic potential of all pupils, by:</p> <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> Using intentional and consistent language that promotes challenge and aspiration. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. 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. <p>Demonstrate consistently high behavioural expectations, by:</p> <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that

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	<p>supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).</p> <p>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</p> <ul style="list-style-type: none"> 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	

In groups, consider your allocated focus area? Make notes on the google doc and be ready to share with group

How do you as mentors ensure that students “learn how to.....” ?

How do you do this? Can you list some examples/strategies?

Are there any areas that you feel that you cannot do in school that you feel university should be doing?

Working in partnership

Tracy Wrycraft
Director of English and Media Studies
Burnham Grammar School



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Learn that...	Learn how to...
1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. 2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. 3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential. 4. Setting clear expectations can help communicate shared values that improve classroom and school culture. 5. A culture of mutual trust and respect supports effective relationships. 6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	Communicate a belief in the academic potential of all pupils, by: <ul style="list-style-type: none"> Receiving clear, consistent and effective mentoring in how to set tasks that stretch pupils, but which are achievable, within a challenging curriculum. And - following expert input - by taking opportunities to practise, receive feedback and improve at: <ul style="list-style-type: none"> Using intentional and consistent language that promotes challenge and aspiration. Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. 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: <ul style="list-style-type: none"> 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).

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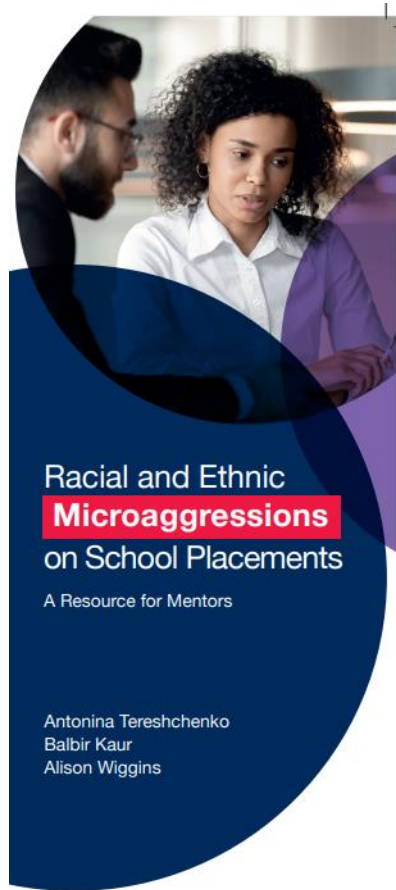
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Equality and Social Justice



Sidonie, Director of Programmes
she/her

sidonie.bertrandshelton@justlikeus.org

www.justlikeus.org | [@JustLikeUsUK](https://www.instagram.com/JustLikeUsUK)

Mentor Standards

How can teachers effectively
mentor others?



**National Standards for
school-based initial
teacher training (ITT)
mentors**

July 2016

1. Personal Qualities
2. Teaching
3. Professionalism
4. Self-development and working in partnership

In groups – read and discuss your allocated Standard;
consider how you/mentors/your school address this.
Are there any areas that you feel that you need us as a
university to support further with?

Mentor standards (activity 2)



<https://brunel.padlet.org/gianniseftymiou4/reflecting-on-mentor-standards-ppzdkjzi4dk5eglv>



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

Secondary Programme Lead: Chris Ince Christopher.Ince@Brunel.ac.uk

