



Mentor support and development session 3: Phase 1 Placement

Friday 8th October 2021

In this session we will cover:

- The Weekly Professional Learning Record (WPLRs)
- How to get the most out of observing lessons
- The Professional Learning Conversations in the context of the post lesson discussion
- Link Tutor roles and responsibilities

NB The PDU are finalising the relevant PebblePad log in details and they hope to get these out to you early next week. Please follow the instructions they send for accessing the workbook as you access them differently from students.

Expectations for Phase 1

Access to the website – Password: Brunelpartners

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

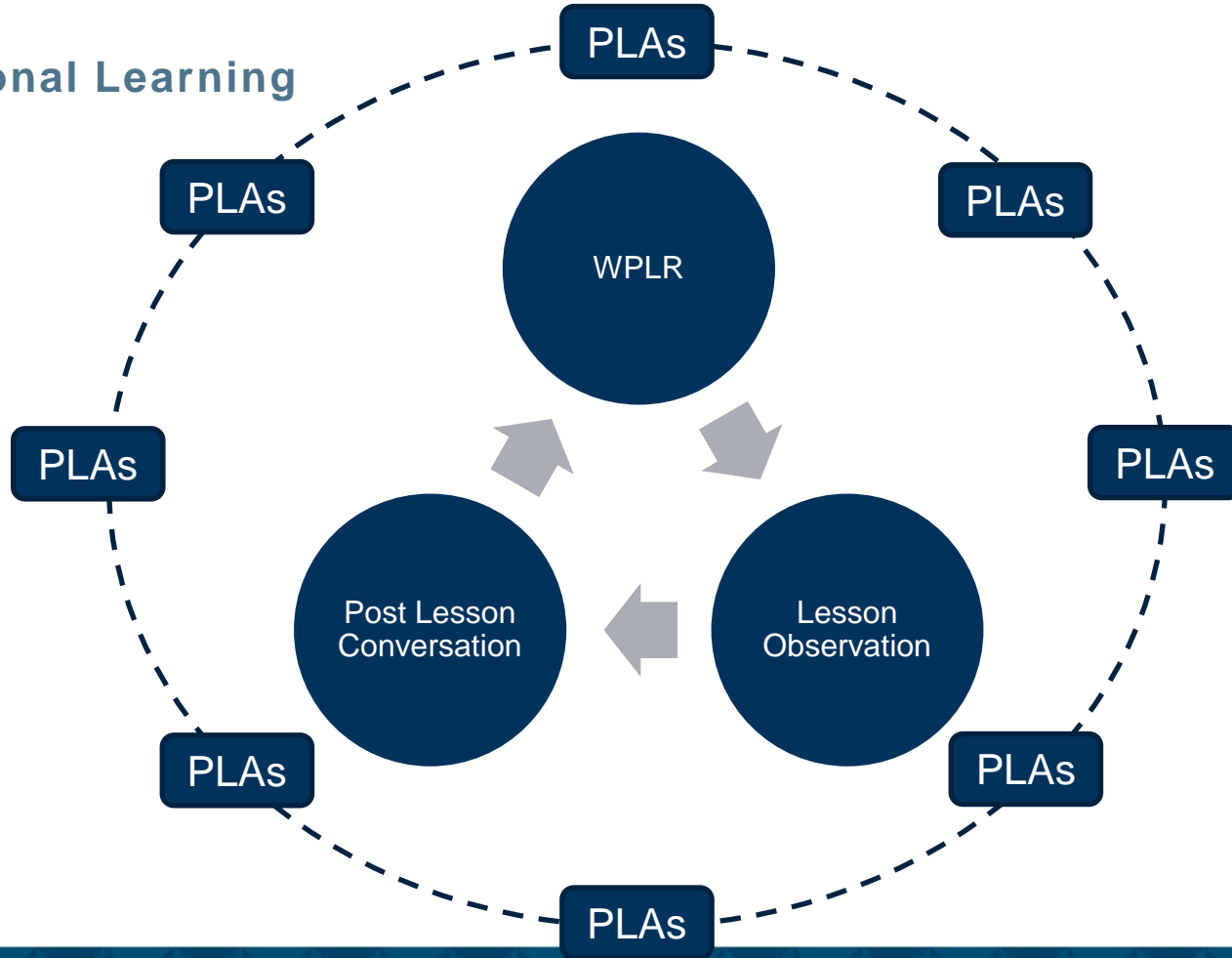
School experience handbook:

Calendar: page 9

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

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

Professional Learning



Weekly Professional Learning Record (WPLR)

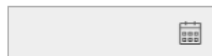
Section 1 (completed by the Student Teacher)

Weekly Professional Learning Record (WPLR)

Section 1: To be completed by Student Teacher prior to the weekly meeting with your mentor

Week beginning (please upload your LDR and your mentor's annotated lesson plan)




Please enter a hint or description...



This item has not yet been evidenced

This week's foci:

Please enter a hint or description...

Professional learning foci for this week  (refer to the most recent assessments - i.e. Initial Needs Analysis, interim or end of phase profile, or last WPLR)	Reflective comment made in each area, to include comments about how this has impacted pupil progress 	Evidence (i.e. pupil books, school experience files, mentor feedback) 


Weekly Professional Learning Record (WPLR)

Section 1 cont/d (completed by the Student Teacher)

Reference is made to the GPE and PLAs in the weekly meeting notes.

What Professional Learning Activities (PLAs) and taught University-based sessions have you drawn on to support your targets this week?

To include mentor support, subject knowledge development, engagement with other colleagues...

Reflective comment 

Please upload the 'Support and Intervention' document here if applicable.

Please enter a hint or description...



This item has not yet been evidenced

Weekly Professional Learning Record (WPLR)

Section 2 (completed by the Mentor)

Section 2: Mentor completes this section during or after the meeting, and after consideration of school experience files.

COMPLETED BY: ASSESSOR ONLY

Mentor confirms the evidence included above in Section 1, and that the student teacher is making expected progress: if 'yes' mentor and student teacher agree new professional learning foci for the following week.

Please enter a hint or description...

- Yes ✕
- No ✕

Add checkbox

COMPLETED BY: ASSESSOR ONLY

If you have ticked 'no', please provide a comment and contact the link tutor immediately. Please also comment here if there are any matters about professional behaviours, including attendance and punctuality. Please refer to the guidance on Support and Intervention as appropriate

Please enter a hint or description...

Weekly Professional Learning Record (WPLR)

Section 3: Student and Mentor agree the foci for next week together

Next week's professional learning foci

Student to complete with mentor support

Please indicate the professional learning foci arising from this week's professional learning and strategies for achieving them; include references to subject specific pedagogies, where appropriate.



General Principles of ‘Learning Conversations’

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Support thinking as a teacher – Learning Conversations offer a sustainable model of reflective practice which the Student Teacher can implement within and beyond their training year.

Personalisation – each conversation is personal to that Student Teacher because it is focused on their specific learning successes and needs. As a result, it impacts significantly on their practice.

Ownership – The active participation of the Student Teacher in identifying, analysing and exploring aspects of their practice leads to deeper understanding, enabling them to apply their learning more successfully in other contexts.

For the Student Teacher to demonstrate;

- a) how to engage in professional dialogue
- b) how to identify their strengths, building confidence in their teaching and learning
- c) not be afraid of openly exploring areas they need to develop
- d) how to evaluate lessons
- e) how to assess teaching and learning
- f) ways of questioning/dialogue that they can also use with children and colleagues in future leadership roles

What are the differences between a 'Learning Conversation' and 'Lesson Observation Feedback'?

Post-lesson conversation

The Student Teacher has just taught an RE lesson on the topic 'Adoption and Fostering'. <https://youtu.be/1uvBJ4RKx7Q>

The student teacher's targets are:

- To consider the pace of the lesson to ensure sufficient time to complete planned activities
- To use a range of questioning techniques to support all pupils to make progress

Have a look at the suggested prompts on the back of the LDR – what questions would you ask to encourage the student teacher to reflect on his progress in relation to his targets – record these on the Jamboard, link to be shared.

The Lesson Dialogue Record

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Lesson dialogue record (LDR)

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)

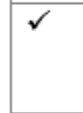


Information on pupil groups
(SEND; EAL; able; FSM/PP)



Seating plan (as appropriate)

Annotated version of previous
lesson plan and evaluation (as
appropriate)



Name	Joe Bloggs	School	Brunel Primary School
Subject area	RE	Date of lesson	08/10/21
Time of lesson	10.30am	Sequence of lesson	1
Observer	Gwen Ineson	Key stage/ Year group	Y6
Teaching space	Classroom	Number of pupils	30

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

- To consider the pace of the lesson to ensure time to complete activities
- To use a range of questioning techniques

The Lesson Dialogue Record

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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); Pedagogy in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); Curriculum (S3), Assessment (S6) and Professional behaviours (S8)

Comments in relation to the 5 areas of the CCF as well as the extent to which the lesson ILOs have been met

The Lesson Dialogue Record

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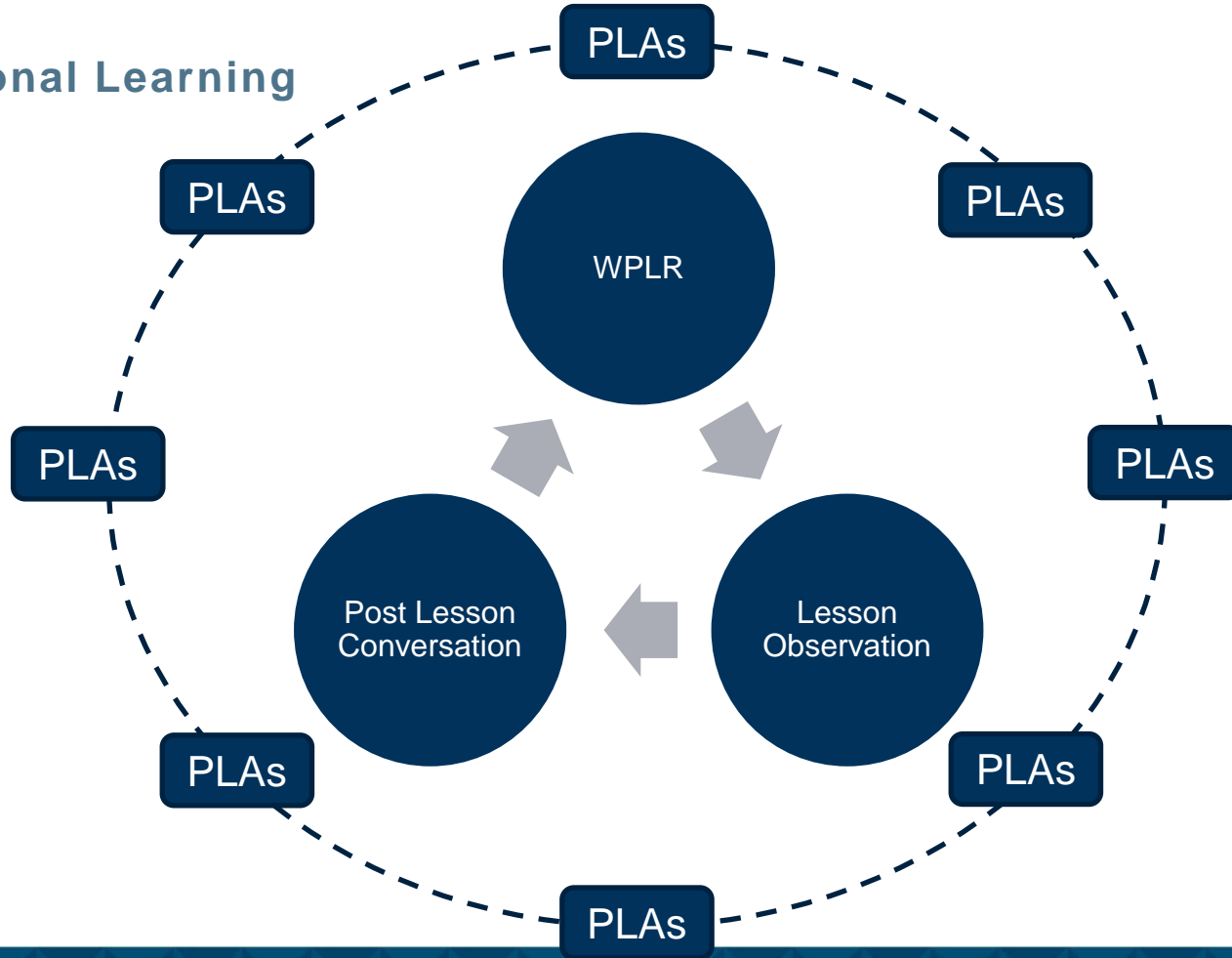
Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci.

Progress noted here against professional learning foci identified in part A by the student teacher.

Comments to inform next week's Professional Learning Foci (to guide discussion in WPLR meeting)

Discussion to agree areas to inform the following week's professional learning foci

Professional Learning



Weekly Professional Learning Record

Have a look at these targets:

- XXXX needs to work on behaviour in the lesson
- It would help XXXX if he planned more appropriately
- You need to work on your subject knowledge
- Assessment for learning is an area for development
- XXXX needs to work on timing

How would you re-write these so that your student teacher is well-supported and is clear about focus areas and actions identified for the following week.

Please indicate the professional learning foci arising from this week's professional learning and strategies for achieving them; include references to subject specific pedagogies, where appropriate.

The Link Tutor's role in the Partnership is to quality assure professional learning provision and processes at their allocated Partnership Schools, monitor student teacher progress against the Teachers' Standards (DfE, 2013) and moderate the assessment of student teachers against these Standards within the school. The Link Tutor is then required to report back on progress to the PGCE Programme Leader having checked specified evidence and moderated the interim and end of phase profiles.

The Link Tutor will:

- Undertake 4 visits across the programme to each of their allocated student teachers and schools. Liaise with student teacher & PCM/ mentor to arrange their visits;
- Discuss progress with the student teacher and look at their evidence (including any relevant assessment eg. Interim/ End of Phase Profile/ Professional Learning Action Plan);
- Play a role in supporting the student teacher, mentor & PCM with the Support and Intervention process should it be required;
- Complete the Link Tutor Visit Checklist
- Raise concerns about the quality of Partnership provision if they arise;
- Communicate regularly with student teacher, mentor and relevant staff from the University to ensure that the Partnership operates effectively and efficiently. For further information about Link Tutor visits and the agenda for each visit, please refer to 'Brunel PGCE Link Tutor visits agenda 2021/22'

Link Tutor Responsibilities

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Phase 1 LTV1:

- Online meeting as early as possible and before 15.10.21.
- Signpost key documentation, key dates, PPD info, S and I
- Record on Phase 1 LTV1 checklist, students can upload to PPD

Phase 1 LTV2:

- Face-to-face.
- Joint observation followed by post-lesson discussion led by mentor.
- IRIS can be used for this visit
- Record on Phase 1 LTV2 checklist, can be uploaded to PPD
- To take place between 3/1/22 and end of Phase 1 4/2/22.

The link tutor checklist – initial visit October 2021

11 October 2021



Phase One Initial Link Tutor Visit Checklist October 2021 (Online)

Link Tutor's name:	
Student Teacher's name:	
School name:	
Mentor's name:	
Date of online visit:	

The purpose of this form is to monitor the processes involved in the Link Tutor school visit. The form should be completed by the Link Tutor. Below is a list of questions to support activities which should take place during this Link Tutor visit.

A	Questions for the Link Tutor to respond to:	Yes/ No
1	Prior to the visit, have you checked the student teacher's RubblePad portfolio? Have you looked at all tabs to check that they are addressing requirements?	
2	Has the Health and Safety Checklist been completed and signed?	
3	Have you liaised with the PCM? This is to discuss their role in working with the mentor and student teacher. (Observing lessons and shadowing the post-lesson conversation; moderating assessments; arranging professional studies sessions)	
B	Questions for the Link Tutor to ask the mentor/student teacher	
1	Do you have access to the School Experience Handbook and support for RubblePad access? Comments:	
2	Have the university (student) and mentor development sessions (mentor) been useful in outlining the policies and structures of the course? Is there anything to clarify/explain? Comments:	
3	What has been identified between you, from the Initial Needs Analyses, as strengths and areas for development, and how are these being addressed through the timetable, classes or PLAs? Comments:	
4	Has the student teacher had appropriate training and/or briefing on the school's policies and procedures relating to Equality, Diversity and Inclusion? Comments:	
5	Has the student teacher discussed the university-based sessions with the mentor and how links are made to the student teacher's planning and teaching? Comments:	
6	How is the student teacher managing their RubblePad Portfolio and school experience files? What PLAs have been completed already? Comments/actions:	

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7	What has the student enjoyed about the first few weeks of the placement (and course)? What targets and priorities have been identified? Has the student teacher started teaching yet? If not, when is this planned to commence? If they have, how have they found this so far?	
8	Check and agree key dates for a further visit Phase 1 visit between the Interim and end of Phase 1 Assessment. Interim Assessment: 17.12.21 End Phase 1 Assessment: 4.2.22	

Additional comments/areas of focus on matters related to the above checklist that require an action; for example, around school experience files or general progress so far of student teacher (to be completed by the Link Tutor based on the discussion):

Please note: Mentor development dates: 20.9.21, 27.9.21, 8.10.21, 15.10.21

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Final Mentor Development Session (Phase 1) – Friday 15th October 4-5pm:

- Interim assessment
- End of phase assessment
- Support and Intervention