



**Mentor support and development
session 3: Phase 2 Placement**

Friday 25th March 2022

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 have completed the PebblePad process for all* mentors. This generates an email. If you have not received it, please get in touch with us (or ask your student teacher to).

Expectations for Phase 2

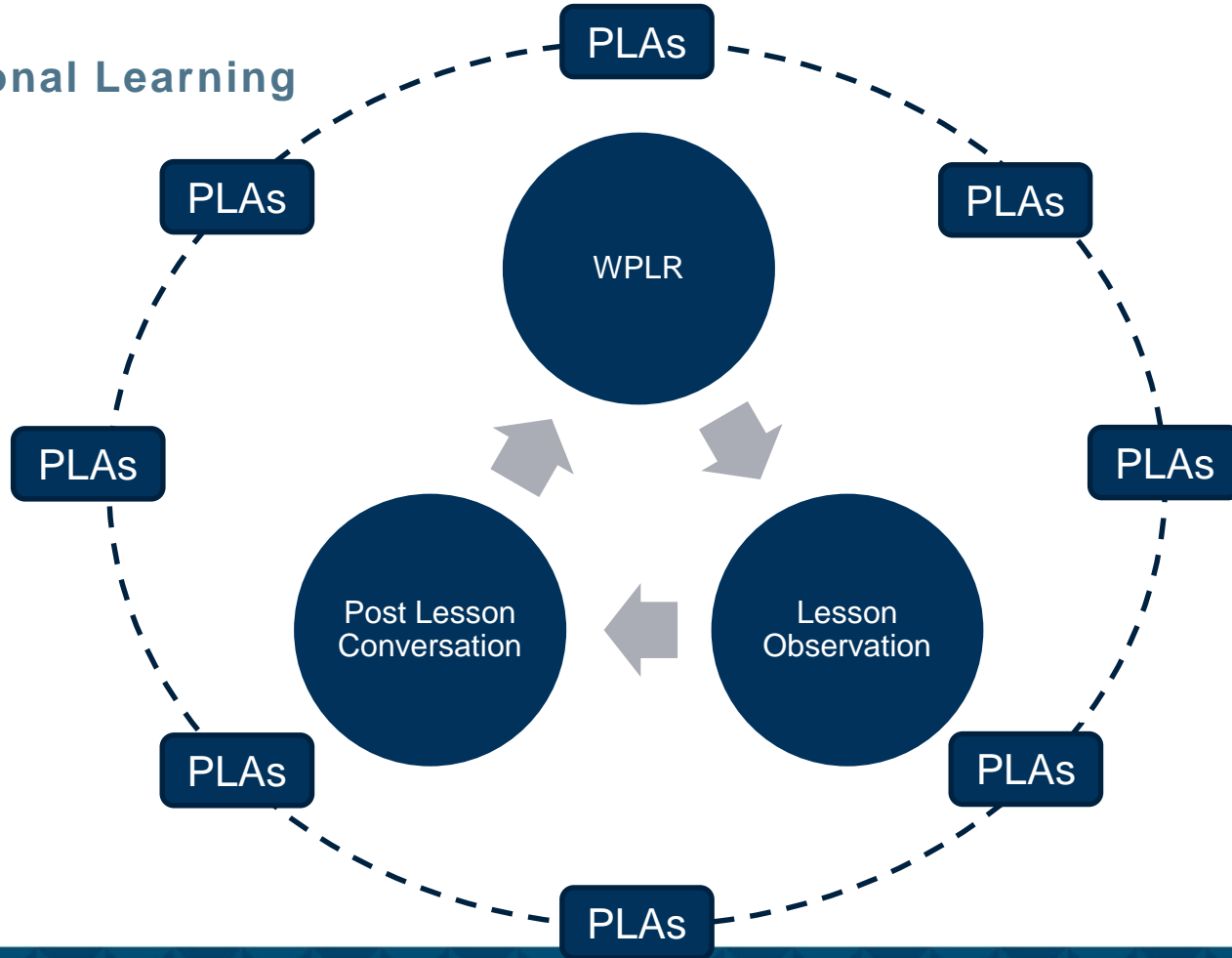
Access to the website – Password: Brunelpartners

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

Things to note from the School experience handbook:

- Calendar – **University Day Wednesday 20th April & 16th/17th May**
- Timetable weighting
- Lesson Dialogue Record – also on BBL and on the website

Professional Learning



Weekly Professional Learning Record (WPLR)

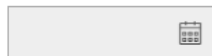
Section 1 (completed by the Student Teacher)

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

Support and Intervention
process

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’

26 October 2022

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.

The Lesson Dialogue Record

26 October 2022



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

26 October 2022

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

26 October 2022

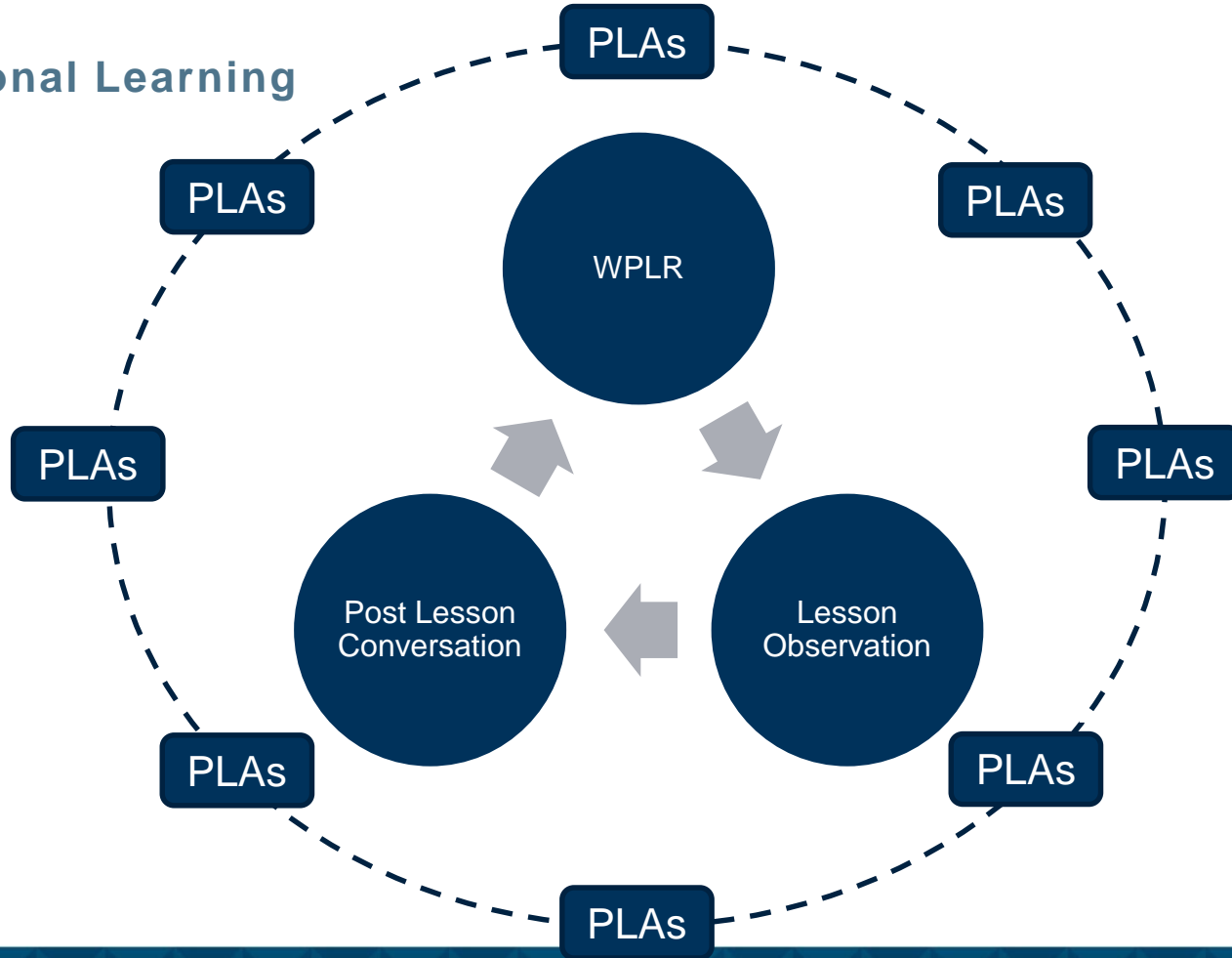
Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci.

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



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 2 LTV1:

- Face-to-face. Joint observation followed by post-lesson discussion led by mentor.
- To take place between 21/3/22 and 29/4/22 (roughly – this is guidance only)
- Interim Phase 2 on the tracking progress document on PPD

Phase 2 LTV2:

- Online. Final moderation LT visit/professional learning conversation
- Taking place between 23/5/22 and 17/6/22.
- End of Phase 2 assessment to be completed prior to the meeting. This will help with the PLC focused around the prompts and questions in the 5 strands.
- Students to use evidence to support and this can come from any of the school experience files or from PPD.

The link tutor checklist – initial visit March/April 2022

Phase Two Visit one (March/April 2022)

PGCE Link Tutor Visit Checklist

Link Tutor's name:	
Student Teacher's name:	
School name:	
Mentor's name:	

<p>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 activities which should take place before and during the Link Tutor visit. The meeting will focus on the progress of the student teacher using the Tracking Progress documents, in relation to the 5 areas of the CCF, as a guide.</p>		Yes/ No/Comment
<p>Questions for the Link Tutor to respond to:</p>		
1	Prior to the visit, have you checked the student teacher's PebblePad portfolio? Have you looked at all tabs to check that they are addressing requirements?	<input type="radio"/>
2	Has the Health and Safety Checklist been completed and signed?	
3	Have you checked the PLAP to explore the student teacher's progress at this point in time? Have you looked at recent WPLRs to see how the student teachers and their mentors have been addressing areas for development? How this has been evidenced, recorded on the WPLR and followed up?	
<p>Activities and questions for the visit</p>		
1a	In your joint observation, with the mentor or PCM of a lesson what did you observe? Please note if this observation was using IRISConnect , or another secure platform.	
1b	Have you carried out a different activity as part of your visit? (Shadow a post-lesson discussion; shadow a weekly mentor meeting; other). If so, please describe it:	
<p>Have you:</p>		
2a	Checked and discussed the contents of the student teacher's Files 1 and 2 using the guidance provided in the School Experience Handbook and PLA Handbook and that the mentors have been engaging with this? Is there evidence of medium and short-term planning and support for this from the mentor/class teacher(s)?	



Final Mentor Development Session (Phase 2) – Tuesday 29th March 4-5pm:

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