



## Mentor support and development Session 3: Placement 1

**November 2022**

# In this session we will cover:

- The Weekly Professional Learning Record (WPLRs)
- The Professional Learning Conversations in the context of the post-lesson discussion
- Link Tutor roles and responsibilities
- Key mentoring skills – Tracy Wrycraft, Burnham Grammar School
- Interim assessment and Pebblepad – Christopher Ince

# Expectations for Placement 1

School experience handbook:

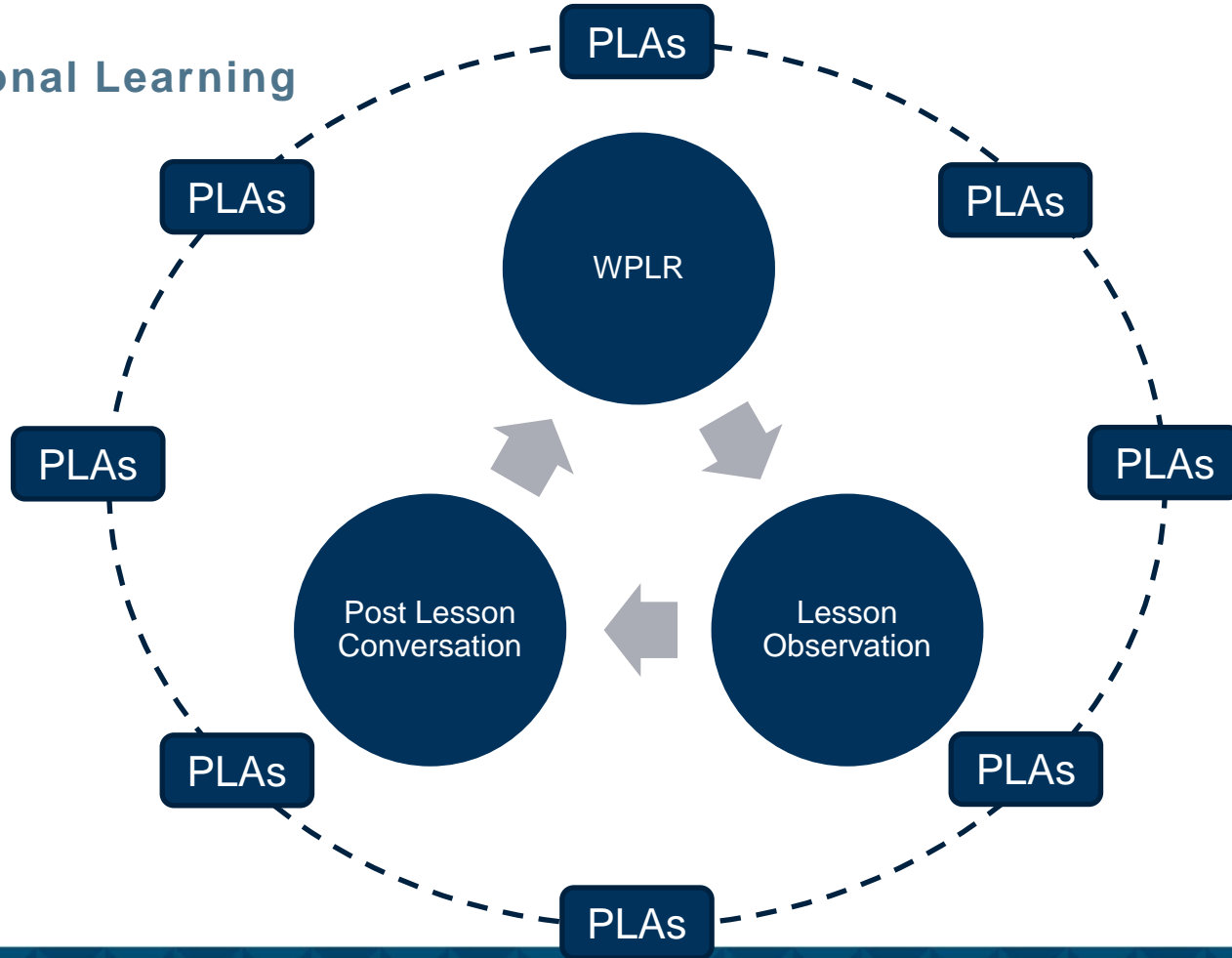
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- Lesson Dialogue Record: page 29

# Monitoring the Professional Learning Process



The Support and Intervention process can fit alongside and inform any stage in the above process.

# Professional Learning



# Weekly Professional Learning Record (WPLR)

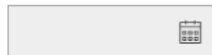
## Section 1 (completed by the Student Teacher)

### 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’

30 November 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

# 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:

<https://jamboard.google.com/d/12LsYIIWLHLS7b3bdMXCyc7esirw7Km27ZDdU9SCmQAE/viewer?pli=1&f=0>

# 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):

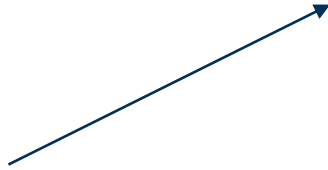
- To consider the pace of the lesson to ensure time to complete activities
- To use a range of questioning techniques

# The Lesson Dialogue Record

**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

30 November 2022

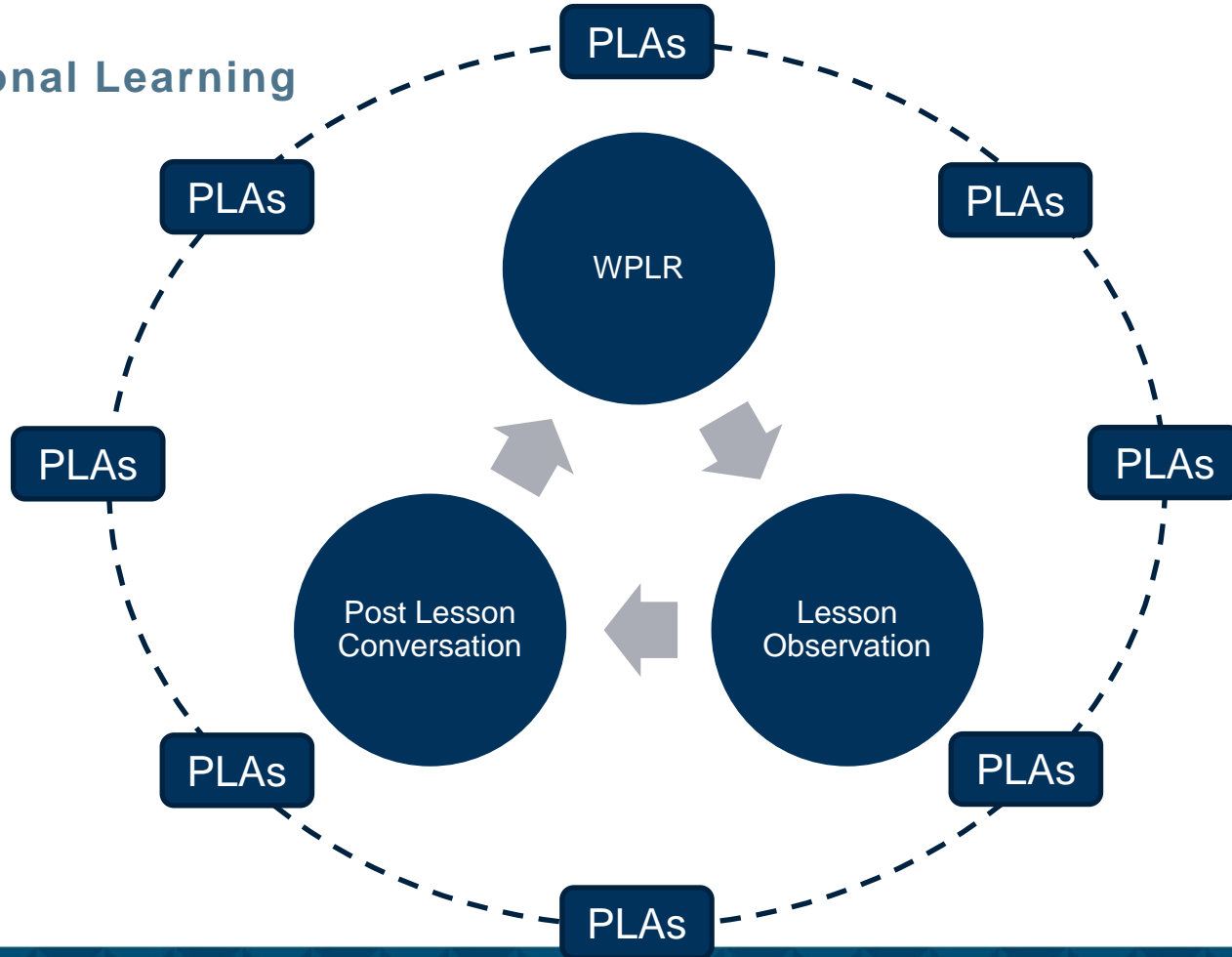
Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci.

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





# 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

# XXXX needs to work on behaviour in the lesson

The CCF could be a starting point to make this target more focused:

**Applying rules, sanctions and rewards in line with school policy, escalating behaviour incidents as appropriate.**

**Support you may offer to this end could be:**

- **Student teacher to complete/revisit PLA on behaviour**
- **Student teacher to be talked through the school policy**
- **Student teacher to observe a lesson where a teacher appropriately applies rules etc..**
- **Student teacher incorporates specific prompts in their lesson plan as a reminder regarding this foci**

## **Establish effective routines and expectations, by:**

- *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*

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## **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

- *Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).*
- *Reinforcing established school and classroom routines*

## **Build trusting relationships, by:**

- *Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.*

## **And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

- *Responding consistently to pupil behaviour.*
- *Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.*

## **Motivate pupils, by:**

- *Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.*
- *Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.*

# 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

Rewrite one of these, using the CCF for guidance, that best applies to your student teacher.

**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.**

# Tracy Wrycraft – Burnham Grammar

## Key mentoring skills

30 November 2022

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 – 2 per placement. 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 Placement assessment/ Professional Learning Action Plan);
- Play a role in supporting the student teacher, mentor & PCM with the Support and Intervention process should it be required;
- Completes 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.

# Link Tutor Responsibilities

## Placement 1 LTV1:

- Online meeting should have already happened.
- Where key documentation has been signposted, key dates, PPD info,
- Record on Placement 1 LTV1 checklist, students can upload to PPD

## Placement 1 LTV2:

- Face-to-face.
- Joint observation followed by post-lesson discussion led by mentor.
- Record on Placement 1 LTV2 checklist, can be uploaded to PPD
- In most cases, to take place before the end of December 2022

## Phase 1 LTV3:

- This will be an email check-in with a F2F or online if needed.



### **Key contacts:**

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