



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Mentor Development Session 2

2023-24

Placement 2 School Experience

Intentions of this session:



- Explore input on Equality, Diversity and Inclusion - the UK Feminista teacher training resources and the anti-racist framework for ITE/T.
- Consider expectations on lesson planning; WPLRs; the role of 'formal' lesson observations and the use of the Lesson Dialogue Record
- Explore what a post-lesson conversation may look like
- Identify processes if student progress not on track

EDI : introduced through GPE input Sept and Oct but ...+

The Equality Act 2010 and schools

Departmental advice for school leaders, school staff, governing bodies and local authorities

May 2014

<p>GPE 4 Equality and Diversity 1</p>	<p>Learn that:</p> <ul style="list-style-type: none"> 1.2 teachers are key role models who can influence the attitudes, values and behaviour of their pupils 1.5 a culture of mutual trust and respect supports effective relationships 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. <p>Learn how to :</p> <ol style="list-style-type: none"> 1. Seek 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; receive clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that 10 supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).
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GPE sessions	Links to CCF
<p>GPE 10: Embedding Equality, Difference, and Diversity in the primary curriculum (including Gypsy, Roma and Traveller Community, EAL Part 1)</p> <p>Embedding Equality, Difference, and Diversity in the secondary curriculum (including EAL)</p>	<p>Learn that:</p> <ul style="list-style-type: none"> 1.2 teachers are key role models who can influence the attitudes, values and behaviour of their pupils 1.5 a culture of mutual trust and respect supports effective relationships 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching <p>Learn how to improve at:</p> <ol style="list-style-type: none"> 1. 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. 5. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.





UK FEMINISTA Action for equality between women and men  

<https://ukfeminista.org.uk/>

Consider the impact of sexism in schools and society

How and why school communities should work together to tackle sexism

What are sexual harassment, sexist language and gender stereotyping

What are the practical tools for challenging these



Anti-racism framework for Initial Teacher Education/Training

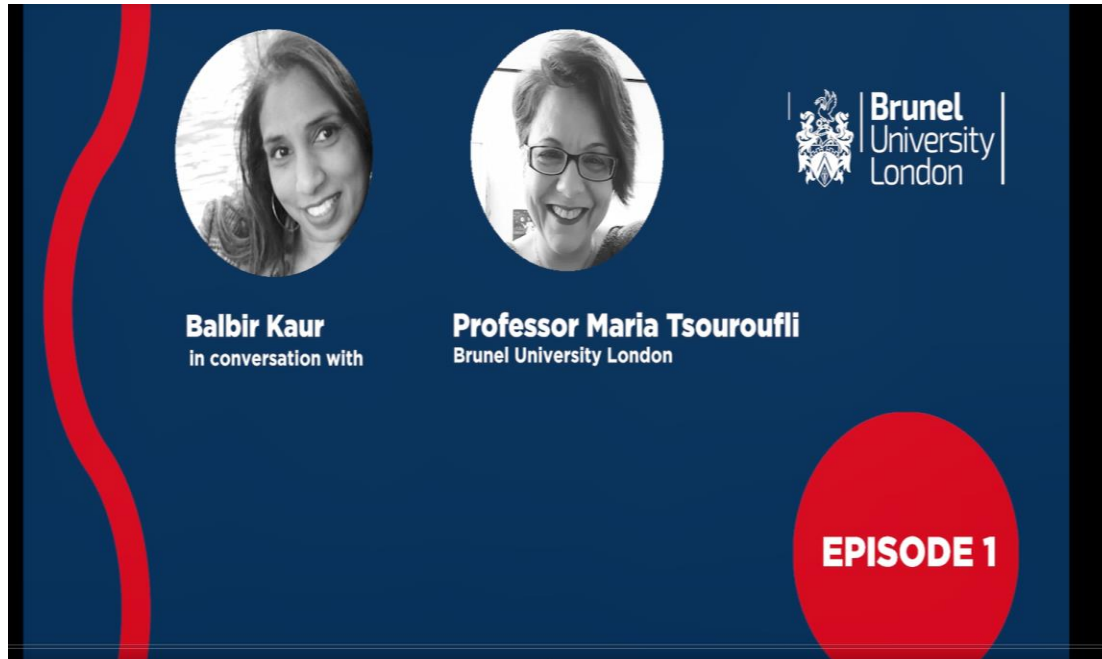


[14636-Anti-Racism-ITET-framework.pdf](#)
[\(ucet.ac.uk\)](#)

"Training teachers need to learn and understand about anti-racism in order to challenge racist stereotyping within school approaches, systems and curricula. This is essential for developing racial equality in education."

"..unless we interrupt racism in classrooms, we stand no chance of having a just society."

Podcast series: RE-examining Social Justice perspectives in Teacher Education

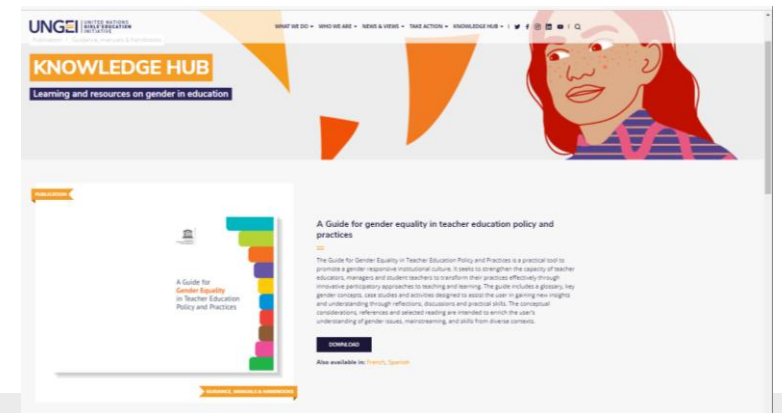


Podcast on Gender and Education with Maria Tsouroufli based on her research in schools in England.

https://drive.google.com/file/d/1hfp_7vdAecI2DAD25x0xDYzhdK42jJI/view?usp=sharing

Podcasts with experts in their field and practice (Organised by Balbir Kaur). Topics include

- Re-examining social justice for teacher education
 - Gender and education
 - Literature and decoloniality
 - Decolonising the curriculum
 - Supporting refugee children.
- [A Guide for gender equality in teacher education policy and practices | UNGEI](#)



EDI Student Work Placement Policy



Equality, Diversity and Inclusion Student Work Placement Policy

Introduction

Brunel University London is committed to creating a culture where all students at every stage of their undergraduate and postgraduate education can access and take full advantage of a work placement. This applies at any stage of their study and / or research at the University and to ensuring they do not encounter disadvantage or discrimination based on a social or cultural characteristic as recognised by the University's Equality, Diversity and Inclusion Strategy 2021-24. For full details, see <https://students.brunel.ac.uk/documents/Policies/equality-diversity-and-inclusion-strategy-social-justice-for-all-2021-2024.pdf>. In addition, Brunel University is committed to prioritising our students' mental health and wellbeing through our Mental Health and Wellbeing Strategy and expects this to be extended to work placements. A complete version of the strategy can be found at <https://staff.brunel.ac.uk/directorates/hr/your-wellbeing/mental-health-and-wellbeing>.

Scope

The Placement Provider's Responsibilities towards a Student on Placement

Expectations regarding Lesson planning and formal lesson observations: Primary

Lesson planning:

Student teachers write their lesson plans on the Brunel lesson plan pro forma during the Placement Two. Our expectation is that students show plans to class teachers/mentors in advance (at a mutually agreed date/time) to obtain guidance. They should then adjust in line with feedback. **Where students are making progress at their interim assessment, they may use the school lesson plans during the final weeks of the placement.**

Written feedback on teaching (from Week 2):

Mentor and student teacher complete a **Weekly Professional Learning Record** following the **Weekly Professional Learning Meeting**: this is to be completed from Week 2.

Formal observations of one lesson per week (from Week 3)

Please ensure that formal observations of a range of subjects are covered over the placement.

For the formal observations, mentors/PCMs annotate the student teacher's lesson plan with feedback and complete 1 x **Lesson Dialogue Record (LDR)** each week. The student teacher uploads both, the annotated lesson plan and LDR to PebblePad in the WPLR.

We also recommend that Appendix 2 is printed out in preparation for weekly professional learning meetings. This document indicates the professional learning activities that should be covered each week.

School Experience Handbook – also, Appendix 2 Week by Week guide already shared

Expectations regarding Lesson planning and formal lesson observations: Secondary

Lesson planning:

Student teachers write their lesson plans on the Brunel lesson plan pro forma during Placement Two. Our expectation is that students show plans to class teachers/mentors in advance to obtain guidance. Where student teachers show signs of being more secure in their planning by Interim Placement 2, they may adopt a more flexible approach to planning in consultation with the school mentor.

Written feedback on teaching:

Every lesson taught is an opportunity for the students to learn and make progress.

Class teachers/mentors annotate the lesson plan with feedback for each lesson taught using the language of the Teachers' Standards.

2 or 3 x **Lesson Dialogue Records** (LDR) are completed each week of the placement. Mentor and student complete a **Weekly Professional Learning Record** following the Weekly Professional Learning Meeting.

Lesson plans are annotated by the observer.

Student teacher uploads the 2 or 3 LDRs and associated lesson plans for each week.

'Formal' observation, annotated lesson plan and Lesson Dialogue Record

Brunel University London

LESSON PLAN Science L4: Travelling Sounds

Modelling lesson using the small space; Ensuring students actively engaged and can see; Direct children to the support strategies before independent work.

National Curriculum reference (P of S, S of W): Sound Science Curriculum	Intended learning outcomes (I.L.Os): Date: w/c 24.01.22 Knowledge: To understand that sound travels to my ear through different mediums and to understand how I hear these sounds. Working Scientifically: To ask relevant questions and use different types of scientific enquiries to answer them, and to use observations to support findings. Knowledge: Does Sound travel better through solid, liquids or gases?	Related success criteria: Knowledge: I will know the words travel. I can understand how the particles arranged in different matter affects how sound travels. I can be able to hear the different parts of the ear. Working Scientifically: I can observe carefully, using my eyes and my ears. I can ask questions to improve my understanding. I can draw conclusions from my observations.	Class/Year group: 4A	Date: 28/01/21
			Subject: Science	Time: Length: 120 mins
Resources/ICT/Health and Safety including risk assessment where needed: - Plastic cups - String	Opportunities for cross curricular links/lt/num: - Ancient Egypt links to Sound. - Recording data linked to maths setting	Behaviour for learning strategies: • Resources ready for learning. • Attentive Listening. • Active Participation.		
Pupils' prior knowledge and learning: - What is the sound? - Recap - Sound travels through Sound waves - Sound particles vibrate to generate sound.				
Action points from previous lesson evaluation (including consideration for specific children: i.e. more able, pupils with SEND,EAL): - Focusing on making sure that I have explained the lesson well. - Explain more clearly and model more effectively - Using key words more often. - Being mindful of different partners that need help within the class.				
Subject specific vocabulary: • vibrations, particles/molecules, air, sound waves, Ear drum, particle arrangement, • sound waves, packed closely, solids, gases, vibrations		Possible misconceptions: - Might not understand the difference or what states of matter is: Solid, liquid and gases. - Might get confused by the definition of particle arrangements.		

PGCE Primary Lesson Plan 1

Lesson Dialogue Record (to be uploaded to PebblePad)

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)

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

Resources (as appropriate)

Seating plan (as appropriate)

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

Name	*****	School	*****
Subject area	Maths	Date of feedback	08/10/18
Time of lesson	9.30am	Sequence of lesson	2 nd lesson on using the ENL
Observer	Gwen Ineson	Key stage/ Year group	KS1, year 1
Teaching space	Classroom	Number of pupils	29

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

- I have been working on ensuring I maintain high expectations of behaviour
- I have researched my subject knowledge on using the ENL for subtraction
- I have considered how to ensure all pupils within the class can access the learning material

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);

LESSON PROGRESSION

Approx. timings	Intended Learning Outcomes (What do I want the pupils to learn?) <i>Intent</i>	Main teaching, activities, organisation, and homework (How do I want all the pupils to learn?) <i>Implementation</i>	Adaptive teaching (How will I ensure specific groups of pupils will access the learning? To include additional adult support)	Assessment opportunities including key questions (How will I/the children know what has been learnt? Refer to the whole class, individuals and an identified focus group here - who, what and how?) <i>Impact</i>
2 mins	Recap: TYP: Using the pictures to help, what have we learnt about how sound travels.	Partner Talk	Visual picture journey Making sure students use the keywords text box on slide from the previous lesson. • vibrations • particles/molecules • air • sound waves • Ear drum	• What have we learnt so far? • What do these pictures signify? • Can someone explain the journey of sound?
2 mins	Welcome: I want the chdn to understand the difference between Science.	Teacher Talk	Get an unconfident child to read it aloud.	• What does working scientifically mean? • What is the objective? • What are the different mediums?
2 mins	Success Criteria: I want the chdn to understand what I	Teacher Talk	Get an unconfident child to read it aloud.	• Does everyone think we can achieve these success criteria?

WPLR – what might they look like?

Primary Student 2: Placement 1

Week beginning 10th October;

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)
Curriculum and subject knowledge (TS3)	This is one of my initial needs analysis, and the only 1 out of 3 that I had initially identified that I feel I am not 100% secure in yet. The subject knowledge element is completely fine, however I need to get in better grasps with the year 1 curriculum. But I also understand this comes with time too.	To help me achieve this I will: Carefully review the mid-term and long-term planning Attempt to do observations in year 2/ reception to gain a better understanding of how the subject knowledge differs I can look at pupils books too in year 1 and check if it aligns with my understanding of the curriculum and subject knowledge.

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

PLA 8 - Curriculum and National curriculum - This helped me get to grips with the national curriculum and understand what a 'knowledge rich curriculum' is. The articles included helped me to reflect on how the national curriculum promotes knowledge led learning and consider how this can be implemented in my placement.

Week beginning 17th October

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)
Plans and delivers well-timed lessons with a	After having completed 1 starter activity, I	Lesson plan of the math starter activity.

Weekly meeting – not just to discuss the formal lesson observation – whole week including informal discussions/observations to help you agree on next week's personal foci

Sequence – as the WPLRs build, they should progress – however, it is also fine to keep the same foci for a couple of weeks if further refinement/work needed

Please sign off weekly with your “tick” in the box – please note that dates of input are recorded on the profile


Example from a secondary 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)

From: 17-Oct-2022

To: 21-Oct-2022

 This has been partially evidenced and contains **6 linked assets**
Modified: 21 October 2022 16:56:35 

This week's foci:


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)
<ul style="list-style-type: none"> Initial Needs Analysis - Behaviour for Learning and High Expectations (stretch - needs developing). 	<ul style="list-style-type: none"> Observe experienced teachers - outlining behavioural expectations for students. Understand the school behaviour policy - introduce a system of rewards and sanctions accordingly. Understand the lesson plan structure to enable consistency and high expectations of my classes and students - positive effect on students pertaining to intended learning outcomes. 	<ul style="list-style-type: none"> Lesson Dialogue Record. Mentor's annotated lesson plan. Lesson evaluation for the class against the intended learning objectives. Lesson evaluation in relation to current professional learning foci.


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
<ul style="list-style-type: none"> Taught University-based sessions - Lecture on creativity in English - considering the ways in which I envision creativity in my classroom.
<ul style="list-style-type: none"> To explore the place of creativity in the secondary English classroom.
<ul style="list-style-type: none"> Workshop on recreating (adapted from Bleiman and McCallum).
<ul style="list-style-type: none"> Multimodal workshop on the poem, <i>Living Space</i> by Imtiaz Dharker.
<ul style="list-style-type: none"> Share writing and multimodal interpretations with class (engagement with other colleagues).

Reflective comment
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<ul style="list-style-type: none"> Share writing and multimodal interpretations with class (engagement with other colleagues).

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

 This has not been evidenced

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

ASSESSOR FIELD 

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.

Yes

No

Assessed: 10/11/2022 12:01 by Sahdia Khan



ASSESSOR FIELD 

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

Post-lesson dialogue and overview in handbook



Overview of Professional Learning, Monitoring and Assessment

The Brunel University London Teacher Education Partnership has a commitment to ensuring that student teachers meet the Teachers' Standards at the highest level possible by the end of the programme. The following diagram is an 'at a glance' illustration of the professional learning process and how this feeds into the assessment of student teachers.

Initial Needs Analysis

The Initial Needs Analysis integrates professional learning foci and strategies, which are cross referenced to the 5 areas in the Core Content Framework. The student teacher drafts the INA in preparation for Placement 1; these will be the professional learning foci for the first WPLR. This is completed on PebblePad and shared with the mentor at the start of placement.

Weekly Professional

The student teacher reflects against each professional learning foci with comments about how this has impacted pupil progress. The student teacher completes brief reflections on other Professional Learning Activities (PLAs).

1. What are Indy's personal learning foci from previous week?
2. What does she think she has done to address these?
3. What other positive observations did the mentor make and how did she share these?
4. What assessment strategies did Indy use?
5. What personal foci next?
6. What are the strengths of this dialogue? Any "Even Better If...."

What might cause you to think a student may need support and what can you do if you feel your student is not progressing?



<https://jamboard.google.com/d/1EjweN6MgXT8Xrh-0naPdNcOjKriTazvl5TtAx-UhVXc/edit?usp=sharing>

Next sessions

Date	Foci
7 th May 3 to 4.30pm online	<ul style="list-style-type: none"><li data-bbox="1082 419 2102 468">• Moderation and final assessment preparation<li data-bbox="1082 475 2262 524">• Meeting the Teachers' Standards and mentor reports



Support can be accessed from:



Partnership Office: Sharon Grey For PebblePad questions please contact
Partnership Office cbass-po@brunel.ac.uk

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: Ruth Aman Ruth.Aman@brunel.ac.uk

