



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Placement 2 Experienced Mentors Primary and Secondary

2023-24

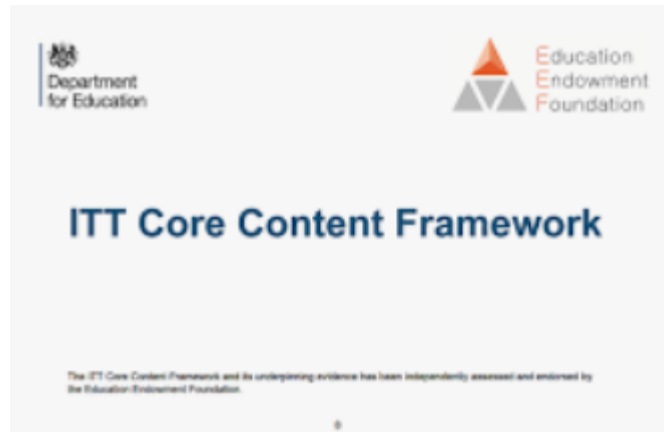
Placement 2 School Experience

Intentions of this session:



- Consider recent ITT and ECF (January 2024)
- Reflecting on Ofsted and exploring possible improvement actions
- Consider mentoring and coaching – what are the differences?
- Tracking Progress – roles and responsibilities – how have these changed?
- Consider the support process

What are your school perspectives?



Initial Teacher Training and Early Career Framework

January 2024

Ofsted: reflections on inspection, possible implications for schools, our improvement plan and actions so far ...

18 March 2024

Good (2)

Intent: principles informing the ITE curriculum

Ambitious

- The ITE curriculum is ambitious in scope and coherent and well sequenced and leads to c and skills.
- In primary and secondary programmes, the defines in detail the minimum entitlement o providers must incorporate – in full - within curriculum covers the full entitlement descri framework, including all 'learn that' and 'lea
- EY, primary and secondary programmes will For FES trainees, the provider should ensure professional formation process that they ma their first year of teaching.

Designed around subject and phase

- The course structure is designed around subject- and/or phase-specific dimensions. [\[footnote 13\]](#) The application of any generic principles is taught and practised as and when appropriate.
- In primary phase programmes, training ensures that trainees learn to teach

Purposefully integrated

- The ITE curriculum is purposefully integrated across its different provider settings.
- Inclusion and teaching pupils with SEND are meaningfully integrated into all aspects of the training programme.

Mentoring and coaching – what are the differences? What do you do in school to help your mentors develop their mentoring skills? What can we do?

Keywords

Mentoring

Judgementoring

Developmental mentoring

Teacher education

Beginning teacher

Education policy

Teachers

Behaviour

Citation

Hobson, A.J. and Malderez, A. (2013), "Judgementoring and other threats to realizing the potential of school-based mentoring in teacher education", *International Journal of Mentoring and Coaching in Education*, Vol. 2 No. 2, pp. 89-108. <https://doi.org/10.1108/IJMCE-03-2013-0019>

How student teachers are now assessed through “Tracking Progress” and key elements of the mentoring process – coaching approach – a professional conversation



Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	• Describe a lesson where you introduced new knowledge; how did you manage this?
Observes practice and is able to explain the learning of some groups of pupils	• Describe a lesson where you clearly modelled some new learning and then allowed for practice?
Establishes pupils' current understanding as a starting point for planning	• Explain how you have planned tasks in a lesson in manageable chunks? What supports have you provided to assist tasks?
Plans and delivers well-timed lessons with a clear structure	• How have you developed knowledge over a sequence of lessons?
Teaches short sequences of lessons to the whole class	• What opportunities for critical thinking have you included in lessons?
Notes pupils' misconceptions and takes steps to address them	• Are there any lessons where you know you will teach it differently next time? Can you explain why and how?
Develops an understanding of the needs of all pupils including the more able, those with EAL, SEN and disabilities; uses distinctive or adapted teaching approaches to engage and support them	• What do you think makes effective homework?
Supports particular pupils or groups of pupils	• How have you been challenging your more able pupils?
Asks pupils to verbalise their thinking as they work through a task	• What are some of the strategies you have been using to support some of your pupils with SEN?
Adapts intended planning in a lesson sequence	• Describe your focus pupil; explain how you have helped them and what progress they have made.
Sets homework and plans other out-of-class activities	
Discusses the learning and progress of chosen focus pupil with mentor	
Has observed a short sequence of Phonics lessons	
Has taught a short sequence of Phonics lessons (Key Stage 1 only)	
Observes procedures for working with TAs and has begun to follow them	
Uses content/ material from the sessions on Learning Theories and the assignment for ED5617	
Has reached 60% of teaching time	

Roles and Responsibilities – mentor/PCM/Link Tutor

College of Business, Arts and Social Sciences

Department of Education
Initial Teacher Education Partnership

School Experience Handbook

	10
Overview of Roles and Commitments across the Partnership		11
The Mentor		13
The Link Tutor		15
The University Partnership Office will:		16
Quality Assurance of the Partnership		16
Professional Conduct		17
Guidance for Part Two: Personal and Professional Conduct		18
DBS, Prohibition Order Checks and Childcare Disqualification		19
Attendance and Punctuality		19
Absence from University Sessions		20
Unavoidable Absence during School Placements		20
Concerns about a Student Teacher's Attendance		21
Student Teacher Code of Conduct		21


Importance of Joint Observations with your mentors – checking in on Weekly meetings

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. To explore the place of creativity in the secondary English classroom. Workshop on recreating (adapted from Blaiman and McCallum). Multimodal workshop on the poem, <i>Living Space</i> by Imtiaz Dharker. 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

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



Next sessions

Date	Foci
7 th May 3 to 4.30pm Online	<ul style="list-style-type: none">• Moderation and final assessment• 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

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