Brunel University London
Initial Teacher Education Partnership

Mentor Development Session

2021-22

Phase 1 School Experience

Intentions of this session:

- Professional learning in the Brunel ITE Partnership

- The role of the mentor

- Evaluating the student teacher's starting point- Initial Needs Analysis

- Key dates and changes from previous year(s)

- Introduction to Brunel Partnership documentation and processes.

What are your expectations of the mentoring role?

In breakout rooms:

- Name

- School

- Current role in school

- Current experience of mentoring

- Experience of working with other HEI or school based ITE programmes.

- What is your understanding of the mentor role in ITE?

- What is the role of mentors in supporting student teachers?

- Why are you doing it?

- What are the possible rewards and challenges?

Brunel ITE Partnership – mentor role

- Completion of Health & Safety Checklist
- Construction of timetable, including consideration of the Core Content Framework
- Collaborative engagement with selected Professional Learning Activities (PLAs)
- Weekly professional learning meetings (one per week) and completion of relevant section of Weekly Professional Learning Record (WPLR)
- Lesson observation and post lesson conversation (with follow up Lesson Dialogue Records (LDRs) and annotated lesson plans)
- Monitoring student teacher's planning; the impact on and recording of pupil progress
- Appropriate setting of targets and actions
- Interim and end of phase assessments
- Engagement with the school experience file and Pebblepad (online Professional learning record) to check progress.
- Joint observation (with link tutor) and post lesson conversation

Professional Learning

Identified Professional Learning Needs
(Initial Needs Analysis)

⬇

Professional Learning Activities and Timetable (PLAs)

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Weekly Professional Learning Targets
(Weekly Professional Learning Record Meeting
Including discussion of, and targets relating to, impact on pupil progress)

⬇

Weekly Professional Learning: teaching/other activities
(*Lesson Dialogue Record and Professional Learning Activities Records showing impact of the targets on pupil attainment)

⬇

Interim Phase 1 Assessment

⬇

Weekly Professional Learning: teaching/other activities*

⬇

End of Phase 1 Assessment

Starting points….

The Initial Needs Analysis (INA) 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 the Phase 1 placement; these will be the professional learning foci for the first WPLR. This is completed on PebblePad in collaboration with the school mentor.

Initial Needs Analysis - in preparation for Phase 1

Consider where your strengths are in relation to the 5 areas of the Core Content Framework:

Behaviour for Learning and High Expectations
Pedagogy
Curriculum and Subject Knowledge
Assessment
Professional Behaviours

Choose three that fit into the 'stretch' or 'challenge' categories and use this to complete the analysis below. These will form your first professional learning foci for the Phase 1. The needs analysis will be the focus of a meeting with your university tutor and school mentor.

Core Content Framework area	Current position (Reflect on these areas and explain why they are a 'stretch' or a 'challenge')	Strategies and support available

Action: ask your student teacher to share their INA

Key information and changes

- Student teachers will be assessed against the Teachers' Standards **only at the very end** of the PGCE programme (not throughout the placements)

- Placement dates 23.9.21 – 4.2.22

- Assessment points for Phase 1:
  - Interim 17.12.21
  - End of phase 4.2.22

- **New assessment framework**: Tracking progress document on Pebblepad based around the 5 areas of the Core Content Framework:
  - Behaviour for Learning and High Expectations
  - Pedagogy
  - Curriculum and Subject Knowledge
  - Assessment
  - Professional Behaviours

More information available pages 35 to 37 in the School experience Handbook

Primary

Timetable Weighting

Weeks in Phase One	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (eg PLAs, assessment, small groups, individuals, observing others)	% on preparation (can be out of class)
1-3	0 %	75%	25%
4-5	0 -25%	75%	25%
6-8	25%	50%	25%
9-17	60%	20%	20%

Timetables should include a slot for the mentor and student to hold a Weekly Professional Learning Meeting in an appropriate private space.

Secondary

Timetable weighting

Examples of number of lessons per week	Number of lessons taught by main scale teacher per week	Number of lessons per week to be taught by student	Number of lessons per week, students spend on Professional Learning Activities (PLAs)	Total number of lessons per week students should spend on lesson planning and preparation.
20	16	8	4	4
25	20	10	5	5
30	24	12	6	6

Timetables should allow a slot for the mentor and student teacher to hold a weekly professional learning meeting in an appropriate private space

IRISConnect

- Last year, we introduced the use of IRISConnect, which is an online video capture platform used widely across schools for CPD.

- It is used to capture footage of practice so that educational professionals can reflect on their teaching and do this collaboratively with colleagues within, and sometimes outside, of the school context.

- We are developing our own partnership with IRISConnect as an exciting initiative in the Brunel ITE Partnership.

- The Link Tutor visit could involve collaborative lesson observation by mentor and link tutor of a recorded lesson, and for the post-lesson conversation to take place whilst watching the lesson videoed through IRISConnect. This would allow our student teachers to capture footage of their teaching, reflect on and analyse this footage themselves for professional development purposes.

- It empowers the student teacher to take ownership of the analysis of their own teaching by having the option to view footage in advance of the post-lesson conversation, or indeed additional to those scheduled meetings. It also supports them to look more closely at the learners' responses to their teaching or at very particular foci connected with aspects of their development e.g. management of the learning environment or AfL techniques.

- Briefing session for PCMs on 21st September, workshops for mentors, students and link tutors on 18th and 21st October.

Weekly Professional Learning Record

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) undertaken this week (to include mentor support, subject knowledge development, engagement with other colleagues, observations).

Through discussion and consideration of the evidence in files and on PebblePad, the Mentor and Student Teacher reflect on the professional learning that week.

Following this discussion, they identify agreed professional learning foci for the following week.

The mentor confirms agreement on pebblepad - if there are any concerns at this stage, the mentor must contact the Link Tutor.

** to be completed from week beginning 11th October 2021

Lesson Dialogue Record

Professional learning foci related to the areas in the Core Content Framework (CCF) are determined from discussions arising from the WPLR.

The observer writes a qualitative commentary on the extent to which the intended learning for that lesson has been met, in relation to the CCF areas.

The observer also comments on how the Student Teacher has demonstrated progress towards their Professional Learning Foci.

Finally, the observer notes possible areas to discuss in the next WPLR meeting with a view to determining the next week's Professional Learning Foci.

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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		School	
Subject area		Date of	
Time of lesson		Sequence of lesson	
Observer		Key stage/ Year group	
Teaching space		Number of pupils	

Professional Learning Foci taken from the WPLR):

Part B: To be completed by the observer:

Summary comments on the extent to which the lesson ILOs have been met and comments in relation to: High Expectations and Managing Behaviour; Pedagogy in How Pupils Learn, Classroom Practice and Adaptive Teaching; Curriculum, Assessment and Professional behaviours.

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

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

Next sessions

Date	Foci
27th September 2021	• PLAs, GPE and Core Content Framework • Equality and Diversity • Classroom observation skills
8th October 2021	• Professional Learning Conversations • Link Tutor roles and responsibilities
15th October 2021	• Assessment and target setting • Support and Intervention Process

Support can be accessed from:

Primary Programme Lead: Julie Mansfield Julie.Mansfield@Brunel.ac.uk

Secondary Programme Lead: Chris Ince Christopher.Ince@Brunel.ac.uk

<u>Pebblepad access:</u>

1. This will be completed hopefully around the end of week commencing 4th Oct

2. Mentors and PCM's will be emailed for confirmation of access. FAQ document will be circulated.

3. After this has happened, any queries can then be directed to the PDU shared mailbox: cbass-admin-pdu@brunel.ac.uk

Initial teacher Education website (password: Brunelpartners)

Thank you for your support and all the work you do to enhance the professional development of our Student Teachers.