Brunel University London
Initial Teacher Education Partnership

Mentor and PCM Development Session 1

2022-23

Placement 2 School Experience

Intentions of this session:

- Sharing own school professional development programme
- Exploring the ITT Core Content Framework and the Brunel Curriculum
- Considering how student teachers are now assessed
- Roles and responsibilities of a mentor, PCM, Link Tutor and Personal Tutor
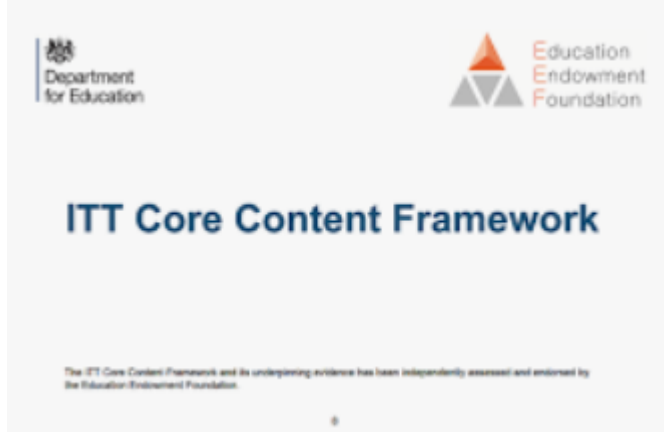- Induction days
- Key contacts

What does your programme for professional development look like?

- Who is responsible for student teachers (and possibly ECTs)?

- Is there a programme for professional development? If so, what does it involve?

- On the student teacher's first day, does somebody talk to them about key policies such as safeguarding, Equality and Diversity before they head to the classroom?

- Share school arrangements for student teachers' professional development: are there set meeting times/is it part of the staff meeting schedule?

- What topics are covered?

ITT Core Content Framework and the Brunel Curriculum

Department for Education

Education Endowment Foundation

ITT Core Content Framework

The ITT Core Content Framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation.

Brunel University London

Brunel University London

Department of Education

Initial Teacher Education

General Professional Education

Primary and Secondary

Professional Learning Activities Handbook

2022-2023

Maths:	English:
1. 2 hours cohort	1. 2 hours
2. 2 hours	2. 2 hours
3. 2 hours	3. 2 hours workshops – drama
4. 1 hour joint with session 3	4. 4 hours
5. 2 hours – workshop 1	5. 2 hours
6. 2 hours – workshop 2	6. 2 hours – workshop
7. 2 hours – workshop 3	7. 2 hours
8. 2 hours – workshop 4	8. 2 hours
9. 2 hours – workshop 5	9. 3 hours
10. 2 hours – workshop 6	10. 3 hours
11. 2 hours – workshop 7	11. 2 hours
12. 2 hours – workshop 8	

13. 2 hours workshop 9 25 hours	12. 2 hours 28 hours
Science: 1. 2 hours 2. 2 hours 3. 2 hours 4. 2 hours 5. 2 hours 6. 2 hours 12 hours –	**Humanities:** 1. 3 hours 2. 3 hours 3. 3 hours 4. 2 hours 5. 2 hours 6. Holocaust Education Trust – 2 hours 15 hours
	Physical Education: 1. 2 hours cohort 2. 2 hours workshops 3. 2hours 4. 2 hours 8 hours
Music: 1. 2 hours 2. 2 hours 3. 2 hours - 4 hours	**Art:** 1. 2 hours 2. 2 hours 3. 2 hours 6 hours
Computing: 1. 2 hours 2. 2 hours 3. 2 hours 6 hours	**Primary Foreign Languages:** 1. 2 hours 2. 2 hours 3. 2 hours 6 hours
Curriculum Enhancement: 1. Lead Introduction – 1hour 2. Lead 2 – 2 hours? 3. 3 full days 5 ½ hours 4. 2 half days – 3 hours 25 ½ hours	**Design and Technology** 1. 2 hours 2. 2 hours 4 hours

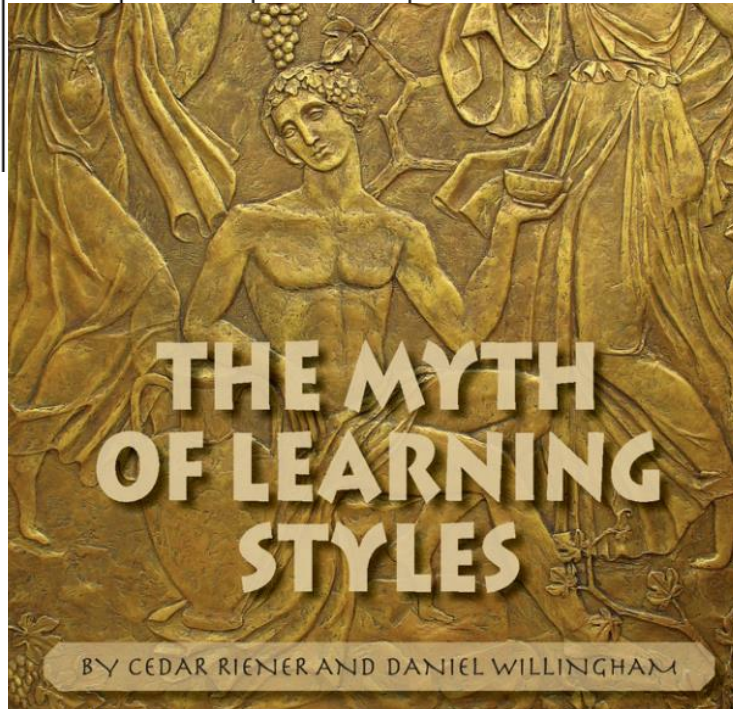# GPE Example coverage linking to that Pedagogy area of TS2, 4 and 5

GPE SCHEDULE 22/23

PGCE PRIMARY AND SECONDARY GPE THEMES

Date	Time	Venue	GPE sessions	Staffing /PLA activity	Links to CCF
21/9	9am-11am 11-1pm pm		GPE 5: Learning theories GPE 5: Seminar for Primary group: learning theory presentation (working in group to plan the presentation) GPE 5:	Separate sessions Primary: Wayne Secondary: Andrew	**Learn that:** 4.2 Effective teachers introduce new material in steps; explicitly linking new ideas to what has been previously studied and learned 4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible 4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases 4.7 High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary 4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support increases success. 4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance support and practice **Learn how to improve at:** 4. observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material

GPE Example coverage linking to that Pedagogy area of TS2, 4 and 5

PGCE PRIMARY AND SECONDARY GPE THEMES

Date	Time	Venue	GPE sessions	Staffing /PLA activity	Links to CCF
28/9	12-1pm	ONLINE	**GPE 6: Myth Busting Learning Styles**	**PRI ONLY:** Julie	**Learn that:** 5.6 there is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. **Learn how to improve at:** 5 observing how expert colleagues adapt lessons whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.

THE MYTH OF LEARNING STYLES
BY CEDAR RIENER AND DANIEL WILLINGHAM

https://www.tandfonline.com/doi/abs/10.1080/00091383.2010.503139?journalCode=vchn20

Professional Learning Activities

PLA 5: Learning Theories

Activity 1:

Choose to read – chapter 2 and 7; 3 and 7 or 4 and 7 of the ebook

Pritchard, A. (2007) *Ways of Learning: Learning Theories for the Classroom* (4th ed). London: Routledge

Activity 2:

Memory is key to learning: read these articles to explore how to avoid overloading working memory and strategies to help pupils commit learning to long term memory. Make a list to help you when planning lessons: how can you break complicated learning into small manageable steps and how can you plan repetitive practice in a variety of ways to sustain pupil engagement?

Gathercole, S., Lamont, E., & Alloway, T. (2006) *Working memory in the classroom*. Working memory and education, 219-240.

Roediger, H. L., & Butler, A. C. (2011) *The critical role of retrieval practice in long-term retention*. Trends in Cognitive Sciences, 15(1), 20–27.

PLA 12: SEND 3: Literacy Difficulties and Dyslexia

Activity 1:

Read Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties by Jim Rose; can be found in session folder or at:

http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf

Activity 3:

Explore the concept of adaptive teaching: read this blog and look at the EEFs 5 High Quality Teaching Strategies for pupils with SEND:

https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you/

https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf **(or find in session folder as link sometimes does not work)**

Activity:

In groups, please look at the extract from the ITT/ITE CCF; the section from the GPE sessions, and the associated PLAs.

- Consider what you do, or could do, in school.

- Can you see any potential gaps?

How are student teachers now assessed and key elements of the mentoring process

Induction – what will the first few days look like?

GPE days and University assessment days: 15"' and 22"™ March; 19"' April

Placement 2 Interim Profile w/b Mon 24th April (formative). To be submitted by Friday 28th April at the latest.

Placement 2 End Profile w/b 12th June (summative). To be submitted by Friday 16th June at the latest

Timetable Weighting

Weeks in Phase Two	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (for example, PLAs, assessment, small groups, individuals)	% on preparation
1	0	75	25
2	0 -25	75	25
3-5	25	50	25
6-8	50	25	25
9-10	70	10	20

Appendix 2: Placement 2 – key professional learning points

We recommend that you print this document out to inform your professional learning meetings

ek	Professional Learning Activity	✓
3 Juction 6/3	**Mentor/ PCM** to prepare a programme of induction to the school, to ensure student teacher is aware of protocol regarding **safeguarding** issues; any relevant school policies, to include policy documents on equality and diversity, information needed including dress code, school attendance and punctuality protocol; behaviour policy, reward and sanction procedures for class and school. Mentor and student teacher to complete Health and Safety Form.	
	Student teacher to revisit and complete Safeguarding **PLA 3** and audit for this school (appendices of PLA handbook).	
	Mentor/PCM and student teacher to exchange e-mail address/ school phone number or any other necessary contact details.	
	Student teacher to give the mentor/PCM their Link Tutor's name and contact details so that three-way communication can be facilitated: student teacher to email Link Tutor and copy mentor/PCM in as an introduction.	
	Student teacher to consider how a positive learning environment is created; consider the classroom layout; discuss with mentor their approach to different layouts within the context of planning for effective behaviour and how the attainment mix affects their decisions regarding layout.	
	Mentor to make available medium-term planning for core and non-core subjects that the student teacher will be teaching.	
	Student teacher to ask the mentor how they can support in any particular group activities; work with all the children in small groups, getting to know their names as soon as possible. Sketch table plans with children's names.	
	Mentor/ PCM to introduce student teacher to other colleagues, such as SENco, subject & Key Stage coordinators, teaching assistants, and administrators. (A list of names of key staff would be useful).	
	Mentor to review the School Experience Handbook guidance and check the key information sent including the **Tracking Progress** document.	
	Student teacher to review the School Experience Handbook.	
	Student teacher to share the PLAP (on PebblePad) with mentor and discuss.	
	Student teacher should have set up school experience files; now begin to	

First Formal Observation in Week 4: w/b 27th March

How can we track progress? How can we decide upon personal learning foci?

Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	• Explain some of the different ways you have grouped pupils? Which group work strategies have you found most effective with regard to pupils' learning and progress?
Observes practice and is able to explain the learning of groups of pupils	
Establishes pupils' current understanding as a starting point for all planning	
Plans and delivers well-timed lessons with a clear structure	
Sets homework and plans other out-of-class activities	• What opportunities have you given your pupils to talk about their learning? To what extent do you manage this and ensure all pupils benefit?
Adapts teaching (both at the planning stage and during the lesson) to take account of pupils' responses and progress towards the intended learning outcomes.	
Regularly and consistently, adapts future lessons in the light of pupils' learning	• When planning your lessons (or sequences of lessons), how do you consider metacognition and the cognitive load of the pupils within your class?
Teaches short sequences of lessons to the whole class	
Notes pupils' misconceptions and consistently addresses them	
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 are the key differences between working and long-term memory, and how have you applied this understanding in your teaching?
Supports particular pupils or groups of pupils	• Describe a lesson/task in which you used a modelling technique? What was the impact of this on your pupils' learning and progress? How did you know?
Asks pupils to verbalise their thinking as they work through a task	
Demonstrates awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development	
Discusses the learning and progress of the 4 focus pupils with mentor	• What are some of the questioning strategies that you have used to engage pupils, to check their prior knowledge, and to assess their understanding?
Has observed a short sequence of Phonics lessons	
Has taught a short sequence of Phonics lessons (Key Stage 1 only)	
Effectively deploys TAs with consistency	
Reflects systematically on the effectiveness of lessons and approaches to teaching	
Uses content/ material from the sessions on Learning Theories and the assignment ED5617	
Has reached 70% of teaching time	

What are the key expectations each week for the mentor?

- Find and agree a time to have a weekly meeting – allow up to 1 hour

- Discuss progress, reflect on previous week and plan for following including how much teaching/which lesson will be formally observed

- Check student's WPLR and sign off each week

- From Week 4 – one formal observation per week – annotate student's lesson plan and complete a Lesson Dialogue Record.

- Use the Tracking Progress document to support discussions and support in decision making regarding progress

- Check student's files and discuss Professional Learning Activities

Next sessions

Date	Foci
28th March 2023 4-5.30 Online	• EDI and UK Feminista • Formal lesson observations • Lesson Dialogue Record and Post lesson conversation • Support and intervention process

Support can be accessed from:

Partnership Office: Sharon Grey cbass-po@brunel.ac.uk

For PebblePad questions please contact Partnership Office

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

How Pupils Learn (Standard 2 – 'Promote good progress')

Learn that...	Learn how to...
1. Learning involves a lasting change in pupils' capabilities or understanding. 2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas. 3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. 4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. 5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.	**Avoid overloading working memory, by:** • *Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.* • *Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the con...* **And - following expert in...** **receive feedback and im...** • *Breaking complex ...* *completed example...* **Build on pupils' prior kn...** • *Discussing and ana...* *lessons so that pup...* *encountering more ...* • *Discussing and ana...* *possible misconcep...*

6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:
• *Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.*

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7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.

8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.

9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

• *Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).*

Increase likelihood of material being retained, by:
• *Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.*
• *Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.*

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

Classroom Practice (Standard 4 – 'Plan and teach well structured lessons')

Learn that…	Learn how to…
1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. 3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible. 4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases. 5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success. 6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.	**Plan effective lessons, by:** • *Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.* • *Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.* • *Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.* • *Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.* **Make good use of expositions, by:** • *Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Starting expositions at the point of current pupil understanding*

Adaptive Teaching (Standard 5 – 'Adapt teaching')

Learn that…	Learn how to…
1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.	**Develop an understanding of different pupil needs, by:** • *Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.*
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.	**And - following expert input - by taking opportunities to practise, receive feedback and improve at:** • *Identifying pupils who need new content further broken down.* • *Making use of formative assessment.*
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.	
4. Adaptive teaching is less likely to be effective if it causes the teacher to artificially create distinct tasks for different groups of pupils or set lower expectations for particular pupils.	
5. Flexibly grouping pupils within a class to	

6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and	**receive feedback and improve at:** • *Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.*

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attempting to tailor lessons to learning styles is unlikely to be beneficial.	**Meet individual needs without creating unnecessary workload, by:** • *Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.*
7. Pupils with special educational needs or disabilities are likely to require additional or	