



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Link Tutor, Mentor and PCM Development Session 1

2022-23

Placement 1 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?

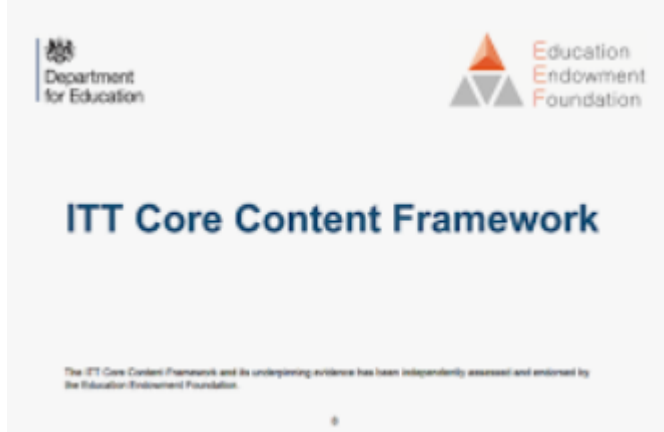


Activity 1 – share in groups:

- 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

20 September 2022



Brunel University London
Department of Education

Initial Teacher Education

General Professional Education

Primary and Secondary

Professional Learning Activities Handbook

2022-2023

Maths: 1. 2 hours cohort 2. 2 hours 3. 2 hours 4. 1 hour joint with session 3 5. 2 hours – workshop 1 6. 2 hours – workshop 2 7. 2 hours – workshop 3 8. 2 hours – workshop 4 9. 2 hours – workshop 5 10. 2 hours – workshop 6 11. 2 hours – workshop 7 12. 2 hours – workshop 8	English: 1. 2 hours 2. 2 hours 3. 2 hours workshops – drama 4. 4 hours 5. 2 hours 6. 2 hours – workshop 7. 2 hours 8. 2 hours 9. 3 hours 10. 3 hours 11. 2 hours
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13. 2 hours workshop 9 25 hours Science: 1. 2 hours 2. 2 hours 3. 2 hours 4. 2 hours 5. 2 hours 6. 2 hours 12 hours –	12. 2 hours 28 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. 2 hours 4. 2 hours 8 hours
Music: 1. 2 hours 2. 2 hours 3. 2 hours -	Art: 1. 2 hours 2. 2 hours 3. 2 hours
4 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 – 1 hour 2. Lead 2 – 2 hours? 3. 3 full days 5 ½ hours 4. 2 half days – 3 hours	6 hours Design and Technology 1. 2 hours 2. 2 hours 4 hours
25 ½ hours Welcome Weeks : 1. ASK Introduction plus 2 x 2 hours 2. Library Introduction and a workshop ½ hour 3. Student Service/DDS Introduction ½ hour	School Experience: 1. Placement A Intro SXP 1 - 2 hour 2. Placement A SXP 2 1 hour 3. Interim Placement A/Planning for end – 1

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

GPE SCHEDULE 22/23

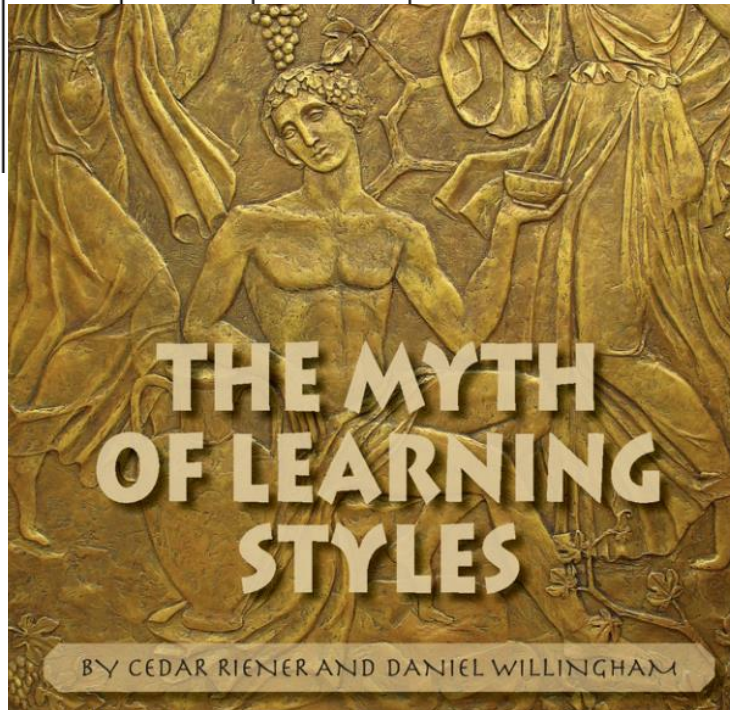
PGCE PRIMARY AND SECONDARY GPE THEMES

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	<p>Learn that:</p> <p>4.2 Effective teachers introduce new material in steps; explicitly linking new ideas to what has been previously studied and learned</p> <p>4.3 Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible</p> <p>4.4 Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases</p> <p>4.7 High quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary</p> <p>4.8 Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support increases success.</p> <p>4.9 Paired and group activities can increase pupil success, but to work together effectively pupils need guidance support and practice</p> <p>Learn how to improve at:</p> <p>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</p> <p>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material</p>

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	<u>GPE 6: Myth Busting Learning Styles</u>	PRI ONLY: Julie	<p><u>Learn that:</u> 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.</p> <p><u>Learn how to improve at:</u> 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.</p>



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

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.

 London

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)

Group Activity 2:


Please look at the extract from the ITT CCF and the section from the GPE session and associated PLAs (professional learning activities). 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



Information and Guidance ... 2022 Pen Portrait Form Subject Knowledge action p... Non-core curriculum record... Placement 1 School Experie...



Information and Guidance

Your professional learning activities will contribute towards the assessment across the University and School-based elements of this course. The following activities form an important part of your development and they have been devised by members of the Partnership. They will be assessed by your school-based mentors, peers and personal tutors during key tutorials over the year. At the tutorials you will be expected to set yourself clear targets in negotiation with your personal tutor. You must take responsibility for your own professional development in a proactive style in order to get the best out of the tutorial. It is your responsibility to ensure that action plans are developed and worked on so that you become an outstanding teacher by the end of the programme.

Student Teacher Code of Conduct

Student teachers are embarking on a professional career as a teacher which requires them to understand their responsibilities as outlined in Part 2 of The Teachers' Standards (DfE, 2012). It is essential that student teachers take

DISPLAYING RESULTS BY CREATED DATE (OLDEST FIRST)

- Ws** [Weekly Professional Learning Record 1 \(w/c 11.10.21\)](#)
Created: 16:12 on 14-Oct-2021
- Ws** [Weekly Professional Learning Record 2 \(w/c 18.10.21\)](#)
Created: 12:54 on 21-Oct-2021
- Ws** [Weekly Professional Learning Record 3 \(w/c 01.11.21\)](#)
Created: 15:38 on 01-Nov-2021
- Ws** [Weekly Professional Learning Record 4 \(w/c 08.11.21\)](#)
Created: 15:46 on 08-Nov-2021
- Ws** [Weekly Professional Learning Record 5 \(w/c 15.11.21\) Formal Observation with PCM & Mentor](#)
Created: 11:27 on 16-Nov-2021
- Ws** [Weekly Professional Learning Record 6 \(w/c 22.11.21\)](#)
Created: 10:22 on 25-Nov-2021

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	<ul style="list-style-type: none"> • Describe a lesson where you introduced new knowledge; how did you manage this? • Describe a lesson where you clearly modelled some new learning and then allowed for practice? • Explain how you have planned tasks in a lesson in manageable chunks? What supports have you provided to assist tasks? • How have you developed knowledge over a sequence of lessons? • What opportunities for critical thinking have you included in lessons? • Are there any lessons where you know you will teach it differently next time? Can you explain why and how? • What do you think makes effective homework? • How have you been challenging your more able pupils? • What are some of the strategies you have been using to support some of your pupils with SEN? • Describe your focus pupil; explain how you have helped them and what progress they have made.
Observes practice and is able to explain the learning of some groups of pupils	
Establishes pupils' current understanding as a starting point for planning	
Plans and delivers well-timed lessons with a clear structure	
Teaches short sequences of lessons to the whole class	
Notes pupils' misconceptions and takes steps to address 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	
Supports particular pupils or groups of pupils	
Asks pupils to verbalise their thinking as they work through a task	
Adapts intended planning in a lesson sequence	
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	

Induction – what will the first few days look like?

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.



Placement 1 – key professional learning points

Week	Professional Learning Activity	Completed
1/2/3 Induction w/b: 26/9	<p>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.</p> <p>Student teacher to share completed Safeguarding PLA 3 and audit (appendices of PLA handbook).</p> <p>Mentor/PCM and student teacher to exchange e-mail address/ school phone number or any other necessary contact details.</p> <p>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.</p> <p>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.</p> <p>Mentor to make available medium term planning for core and non-core subjects that the student teacher will be teaching.</p> <p>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.</p>	

First Formal
Observation in Week 5:
w/b 24th/31st October

Next sessions

PGCE Calendar 2022-23					
W/b	Mon	Tues	Wed	Thurs	Fri
5.9.22					
12.9.22					
19.9.22					
26.9.22				Start placement 1	
3.10.22		★			
10.10.22					
17.10.22					
24.10.22	Reading week				
31.10.22	ED5617 Hand in! School day				
7.11.22					
14.11.22					
21.11.22		★			
28.11.22					
5.12.22					
12.12.22					Interim Assessment Placement 1
19.12.22	School Holidays				
26.12.22	School Holidays				
2.1.23	Bank holiday	ED5618 hand in & presentation school day	ED5618 presentation school day		
9.1.23					
16.1.23					
23.1.23					
30.1.23					End of placement 1
6.2.23					

Date	Foci
4 th October 2022 4-5.30 Online	<ul style="list-style-type: none"> • EDI and UK Feminista • Formal lesson observations • Lesson Dialogue Record and Post lesson conversation • Support and intervention process
22 nd November 2022 4-5.30 Online	<ul style="list-style-type: none"> • Personal foci and tracking progress review • Preparing for Interim Placement formative assessment • Mentor feedback - any concerning gaps linked to CCF areas



Support can be accessed from:



Partnership Office: Sharon Grey cbass-admin-pdu@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

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

