

Secondary Student: Placement 1

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).

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