**Brunel University London
Initial Teacher Education Partnership**

Link Tutor, Mentor and PCM Development Session 2

2022-23

Placement 1 School Experience

Intentions of this session:

- Explore input on Equality, Diversity and Inclusion - the UK Feminista teacher training resources and the anti-racist framework for ITE/T.

- Consider the role of formal lesson observations and the use of the Lesson Dialogue Record

- Explore what a post-lesson conversation may look like

- Identify processes if student progress not on track

EDI

| 3pm-5pm | | GPE 4 Equality and Diversity 1 | Primary and Secondary separate sessions Primary: Bal, Ammal Giuliana Secondary: Chris (Ruth?) | **Learn that:** 1.2 teachers are key role models who can influence the attitudes, values and b of their pupils 1.5 a culture of mutual trust and respect supports effective relationships 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. **Learn how to improve at:** 1. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and developm stage of the pupil. |

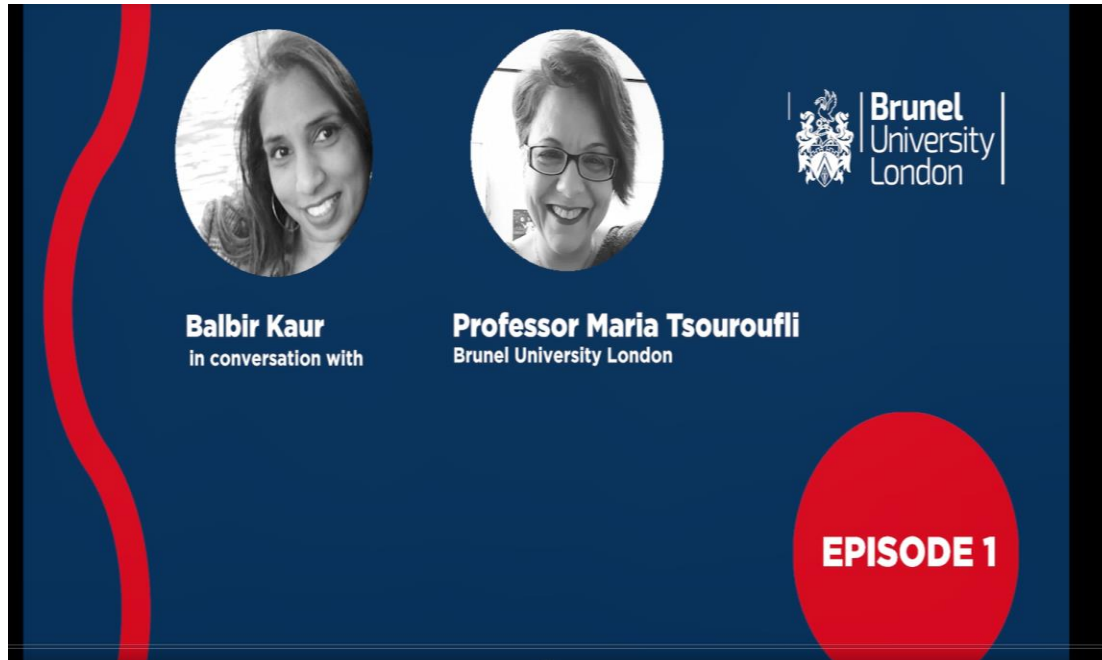| Date	Time	Venue	GPE sessions	Staffing /PLA activity	Links to CCF
19/10	2-6pm		**GPE 10:** Embedding Equality, Difference, and Diversity in the primary curriculum (including Gyspy, Roma and Traveller Community, EAL Part 1) Embedding Equality, Difference, and Diversity in the secondary curriculum (including EAL)	Separate sessions Primary: Bal, Geeta and Giuliana with school partners (EAL, inclusion policies) Secondary: Chris with school partners (EAL, inclusion policies)	**Learn that:** 1.2 teachers are key role models who can influence the attitudes, value of their pupils 1.5 a culture of mutual trust and respect supports effective relationship 1.6 High-quality teaching has a long-term positive effect on pupils' life c particularly for children from disadvantaged backgrounds. 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching **Learn how to improve at:** 1. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil. 5. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

https://ukfeminista.org.uk/

Consider the impact of sexism in schools and society
How and why school communities should work together to tackle sexism
What are sexual harassment, sexist language and gender stereotyping
What are the practical tools for challenging sexual harassment, sexist language and gender stereotyping in the classroom

# Podcast series: RE-examining Social Justice perspectives in Teacher Education

Balbir Kaur
in conversation with

Professor Maria Tsouroufli
Brunel University London

EPISODE 1

Podcast on Gender and Education with Maria Tsouroufli based on her research in schools in England.

https://drive.google.com/file/d/1hfp_7vdAecl2DAD25x0xDYzhdkU42jJI/view?usp=sharing

Podcasts with experts in their field and practice (Organised by Balbir Kaur). Topics include

- Re-examining social justice for teacher education

- Gender and education

- Literature and decoloniality

- Decolonising the curriculum

- Supporting refugee children.

- [A Guide for gender equality in teacher education policy and practices | UNGEI](#)
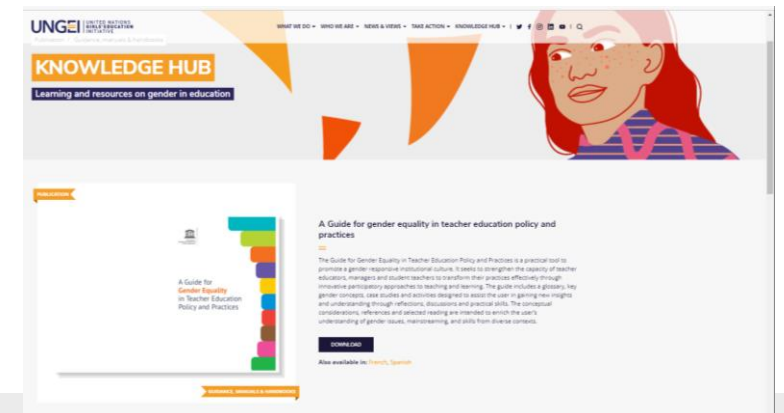
Equality and Diversity in the teaching profession: Managing a 'leaky pipeline'

Guidance for ITE/T providers on a concern for racial inequities is entirely absent in current policy (Smith, 2021).

Only 53% of newly qualified teachers, six months into their first post, felt well prepared to teach pupils "from all ethnic backgrounds" and only 39% felt well prepared to teach pupils with English as an additional language (DfE, 2018), .

92% of teachers in England state funded schools were white and only 3% of heads came from an ethnic minority background (Joseph-Salisbury, 2020).

Olsson-Rost at al (2020: blog) note that in the UK, the retention rates for BAME student teachers between 2015 and 2018 has consistently been 4%; 5% lower than for white students.

An improvement in retention in 2018-2019 was followed by a disappointing decline in 2019-2020.

A semi-structured discussion with secondary BAME student teachers revealed micro aggressions and overt racism from white peers and stereotyping whilst on placement Tereschenko et al, 2020).

Why do we need a framework for anti-racism ITE/T

Anti-racism framework for Initial Teacher Education/Training

- There remains continued differential patterns of education access and outcomes for pupils from BAGM (Black Asian Global Majority) heritage as revealed in the government's own Race Disparity Audit and associated statistics.

- How we educate current and future teachers has a central role in enacting change in the classroom and in curriculum and policy development to break this cycle.

Newcastle University   LEEDS BECKETT UNIVERSITY   national education union

Questions we need to consider.

Do Black Asian global majority students and staff have confidence that school and centre based staff will deal effectively with any racist incidents experienced by them?

Are student teachers/trainees confident that they will be supported if they report racism on school placement without fear of repercussions which may affect their placement or future employment prospects?

Are student/trainee teachers confident the reports of racist incidents will be taken seriously, and investigated in a timely and rigorous manner?

What processes does your school have on the above questions?

EDI Student Work Placement Policy

Brunel University London

Equality, Diversity and Inc[lusion] Student Work Placement Policy

Introduction

Brunel University London is committed [to creat]ing a culture where all students at every stage of their undergraduate and p[ostgradu]ate education can access and take full advantage of a work placement. This ap[plies to] any stage of their study and / or research at the University and to ensuring the[y do not] encounter disadvantage or discrimination based on a social or cultural cha[racteristi]c as recognised by the University's Equality, Diversity and Inclusion Stra[tegy 202]1 -24. For full details, see https://students.brunel.ac.uk/documents/Policies/e[quality-d]iversity-and-inclusion-strategy-social-justice-for-all-2021-2024.pdf. In addi[tion, the] University is committed to prioritising our students' mental health and wellbein[g throug]h our Mental Health and Wellbeing Strategy and expects this to be extended [to their] work placements. A complete version of the strategy can be found at https://staff.brunel.ac.uk/directorates/hr/your-wellbeing/men[tal-health]-and-wellbeing.

Scope

The Placement Provider's Responsibilities towards a Student on Placement

Expectations regarding Lesson planning and formal lesson observations – why?

the WPLR by ticking the relevant box. If not, student to share via their login; r
soon as they have access.

Student teacher to start teaching a whole class activity which
PART of a lesson (e.g. mental starter, word/ sentence level activity, plenary
lesson)

Mentor and student teacher, from Week 4, have weekly meeting. Prior to
mentor will conduct one informal observation of PART of a lesson. **Student**
their section of the **WPLR** on PebblePad so it is ready to share with mentor.
and mentor complete Weekly Professional Learning Record (WPLR) on Pebble

Mentor, from Week 5, conducts one formal lesson observation (even if this
lesson for this first formal observation) and completes Lesson Dialogue Recc
with informal observations over the week, can inform the WPLR. **Student teac**
have evaluated their lesson on the plan **before** uploading with the LDR to Pebbl

Student teacher and mentor review and discuss the Professional Learning

b 17/10
roduction
teaching

rmal
servation
start

Lesson planning:
Student teachers **should not** be planning any lessons in the first 4 weeks. When
they start to plan they must use the Brunel lesson plan proforma for all of the
lessons they are to teach.

From Week 4 to 10, it is recommended that students should use the mentor's plans
as a scaffold for their own planning; they could start by planning just a starter or
plenary

.

From Week 11, students may begin to plan whole lessons independently but
initially, it is recommended that they just plan 1 or 2 lessons per week.

School Experience Handbook –
Week by Week guide in appendices
and sent as separate document;
lesson planning on page 29

Initial Needs Analysis; Weekly Professional Learning Record and Professional Learning Foci

Initial Needs Analysis in preparation for Placement 1
Name:

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): identify which areas you feel comfortable with, which are going to need developing (stretch) and which do you think will be most challenging.

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	Current position Reflect on these areas and explain why they are a 'stretch' or a 'challenge'	Strategies and support available
Behaviour for Learning – follow the school's behaviour policy; set lessons at an appropriate level	I feel these are a "stretch" as I have volunteered in one school for 6 months in Year 3. I think it will be important to get to know my placement school's policy and the rules/routines of the class. I have worked as a TA so have not had much experience of setting lessons; this could be a challenge for a whole class.	• Read the behaviour policy in Week 1; look at the school environment and observe how the staff follow the policy in practice • Observe my mentor and reflect on how the whole school policy supports them in promoting the positive environment • Consider any unique approaches to this class • Draw up a seating plan with children's names; ask the mentor for assessment information so I can begin to understand individual needs • Check any particular individual needs/watch for specific approaches for particular children.

Students to complete first WPLR against INA in Week 3; we hope you have logins by then but if not, look on student login with them and sign when you have access

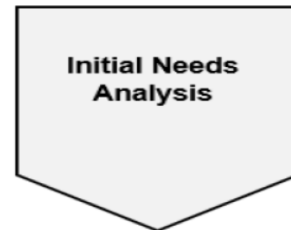# Formal observation, annotated lesson plan and Lesson Dialogue Record

Post-lesson dialogue and overview on page 35 of handbook

Overview of Professional Learning, Monitoring and Assessment
The Brunel University London Teacher Education Partnership has a commitment to ensuring that student teachers meet the Teachers' Standards at the highest level possible by the end of the programme. The following diagram is an 'at a glance' illustration of the professional learning process and how this feeds into the assessment of student teachers.
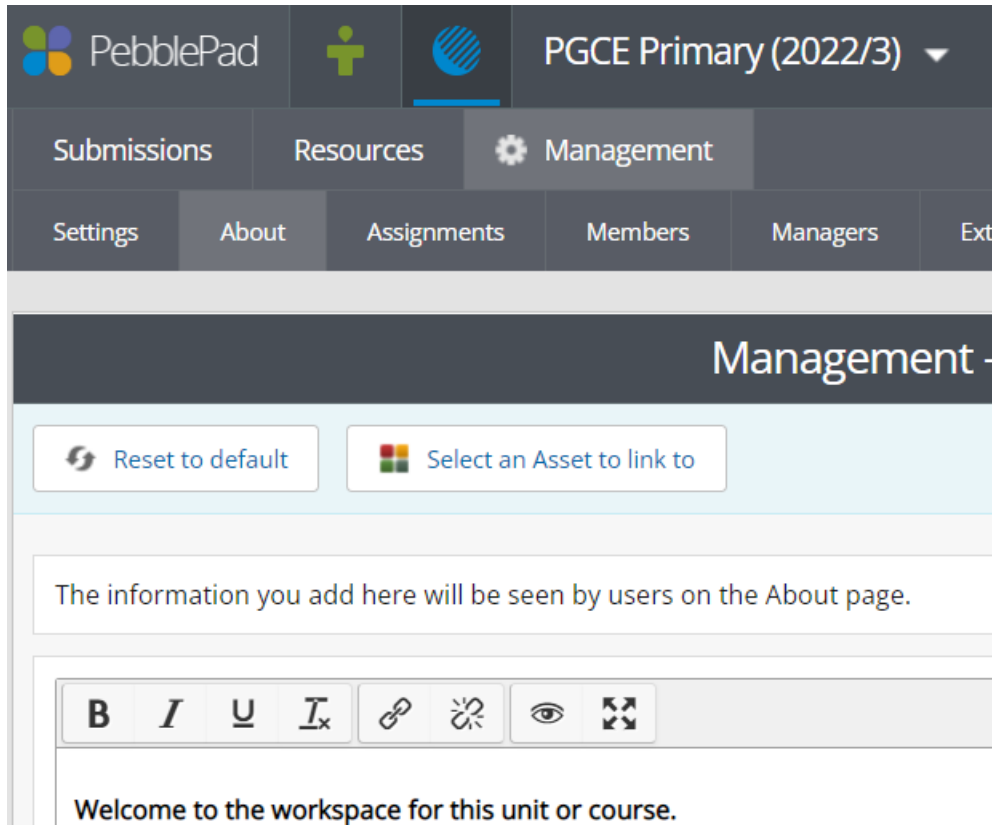
Initial Needs Analysis	The Initial Needs Analysis integrates professional learning foci and strategies, which are cross referenced to the 5 areas in the Core Content Framework. The student teacher drafts the INA in preparation for Placement 1; these will be the professional learning foci for the first WPLR. This is completed on PebblePad and shared with the mentor at the start of placement.
Weekly Professional	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)

1. What are Indy's per
2. What does she thin
3. What other positive
4. What assessment s
5. What personal foci
6. What are the strengths of this dialogue? Any "Even Better If…."

PebblePad Login and Mentor Role

PCM and mentor emails – IT can then set up manually

Aiming to complete w/b 17th October

Partnership will share information and guidance on access

Students can show you via their login

Once you have access please go in and "tick" any outstanding mentor confirmation boxes on the WPLR.

Key to do weekly

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

Stages of support and intervention

https://jamboard.google.com/d/1EjweN6MgXT8Xrh-0naPdNcOjKriTazvI5TtAx-UhWXc/edit?usp=sharing

Next sessions

Date	Foci
22nd November 2022 4-5.30 Online	- 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