



**Brunel**  
University  
London

# **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

# The Equality Act 2010 and schools

Departmental advice for school leaders, school staff, governing bodies and local authorities

May 2014

3pm-5pm	<u>GPE 4</u> Equality and Diversity 1	Primary and Secondary separate sessions  Primary: Bal, Ammal Giuliana  Secondary: Chris (Ruth?)	<u>Learn that:</u> 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.  <u>Learn how to improve at:</u> 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.
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Date	Time	Venue	GPE sessions	Staffing /PLA activity	Links to CCF
19/10	2-6pm		<u>GPE 10:</u> Embedding Equality, Difference, and Diversity in the primary curriculum (including Gypsy, 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)	<u>Learn that:</u> 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 relationships 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  <u>Learn how to improve at:</u> 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.



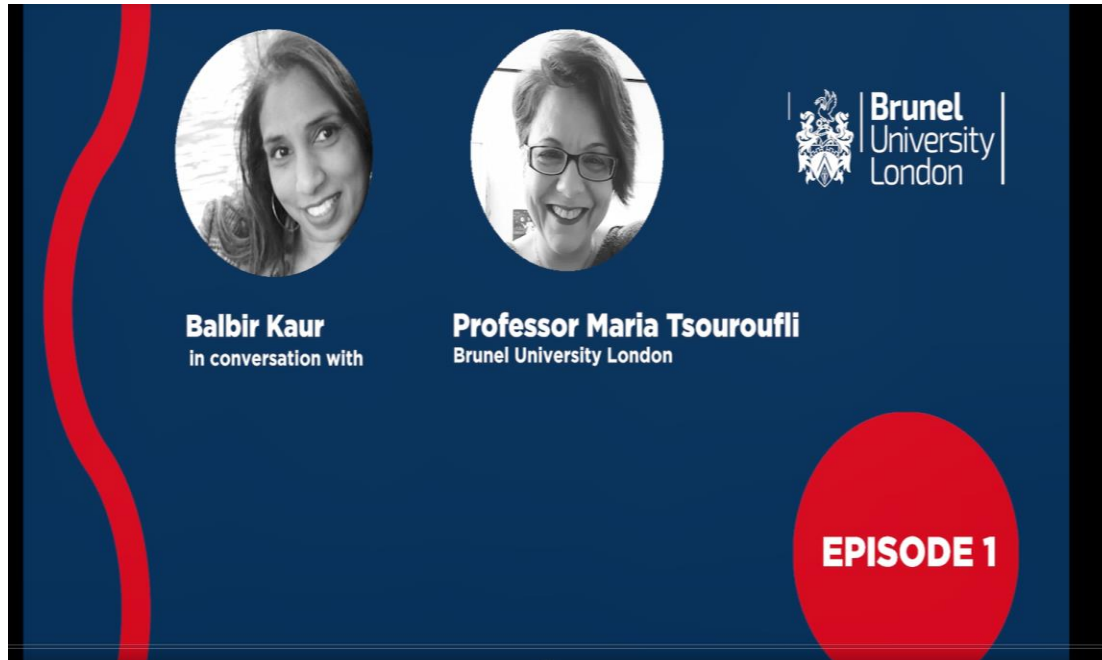


UK FEMINISTA Action for equality between women and men  

<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

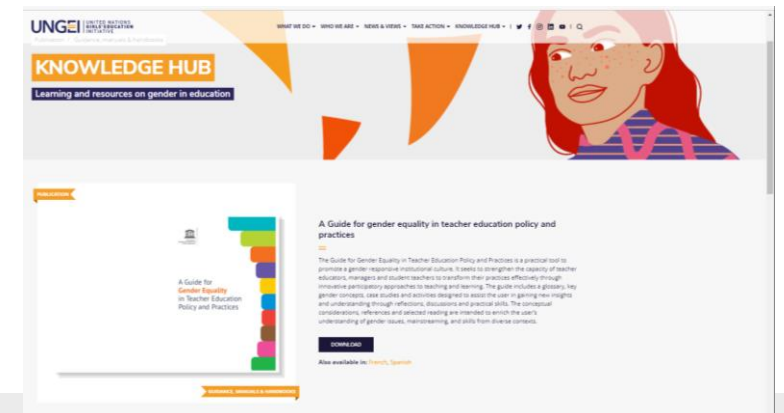


Podcast on Gender and Education with Maria Tsouroufli based on her research in schools in England.

[https://drive.google.com/file/d/1hfp\\_7vdAecI2DAD25x0xDYzhdK42jJI/view?usp=sharing](https://drive.google.com/file/d/1hfp_7vdAecI2DAD25x0xDYzhdK42jJI/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 et 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.

# 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



## Equality, Diversity and Inclusion Student Work Placement Policy

### Introduction

Brunel University London is committed to creating a culture where all students at every stage of their undergraduate and postgraduate education can access and take full advantage of a work placement. This applies at any stage of their study and / or research at the University and to ensuring they do not encounter disadvantage or discrimination based on a social or cultural characteristic as recognised by the University's Equality, Diversity and Inclusion Strategy 2021-24. For full details, see <https://students.brunel.ac.uk/documents/Policies/equality-diversity-and-inclusion-strategy-social-justice-for-all-2021-2024.pdf>. In addition, Brunel University is committed to prioritising our students' mental health and wellbeing through our Mental Health and Wellbeing Strategy and expects this to be extended to work placements. A complete version of the strategy can be found at <https://staff.brunel.ac.uk/directorates/hr/your-wellbeing/mental-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.
5	<b>Student</b> teacher to start teaching a whole class activity which
to 17/10	PART of a lesson (e.g. mental starter, word/ sentence level activity, plenary
roduction	lesson)
teaching	<b>Mentor and student teacher, from Week 4</b> , have weekly meeting. Prior to
	mentor will conduct one informal observation of PART of a lesson. <b>Student</b>
formal	their section of the <b>WPLR</b> on PebblePad so it is ready to share with mentor.
observation	<b>and mentor</b> complete Weekly Professional Learning Record (WPLR) on Pebble
start	<b>Mentor, from Week 5</b> , 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. <b>Student teach</b>
	have evaluated their lesson on the plan <b>before</b> uploading with the LDR to Pebb
	<b>Student teacher and mentor</b> review and discuss the Professional Learning

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

## 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.

# 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.	<ul style="list-style-type: none"> <li>• Read the behaviour policy in Week 1; look at the school environment and observe how the staff follow the policy in practice</li> <li>• Observe my mentor and reflect on how the whole school policy supports them in promoting the positive environment</li> <li>• Consider any unique approaches to this class</li> <li>• Draw up a seating plan with children's names; ask the mentor for assessment information so I can begin to understand individual needs</li> <li>• Check any particular individual needs/watch for specific approaches for particular children.</li> </ul>



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

Brunel University London

**LESSON PLAN Science L4: Travelling Sounds**

Modelling lesson using the small space; Ensuring students actively engaged and can see; Direct children to the support strategies before independent work.

National Curriculum reference (P of S, S of W): <b>Sound Science Curriculum</b>	Intended learning outcomes (I.L.Os): Date: w/c 24.01.22 <b>Knowledge:</b> To understand that sound travels to my ear through different mediums and to understand how I hear these sounds. <b>Working Scientifically:</b> To ask relevant questions and use different types of scientific enquiries to answer them, and to use observations to support findings. <b>Knowledge:</b> Does Sound travel better through solid, liquids or gases?	Related success criteria: <b>Steps to Success</b> 1. I will know the sound travels. 2. I will understand how the particles arranged in different medium affects how sound travels. 3. I will be able to name the different parts of the ear. <b>Working Scientifically:</b> I will observe carefully, using my eyes and my ears. I will ask questions to improve my understanding. I will draw conclusions from my observations.	Class/Year group: <b>4A</b>	Date: <b>28/01/21</b>
			Subject: <b>Science</b>	Time: Length: <b>120 mins</b>
Resources/ICT/Health and Safety including risk assessment where needed: - Plastic cups - String	Opportunities for cross curricular links/lt/num: - Ancient Egypt links to Sound. - Recording data linked to maths setting	Behaviour for learning strategies: • Resources ready for learning. • Attentive Listening. • Active Participation.		
Pupils' prior knowledge and learning: - What is the sound? - Recap - Sound travels through Sound waves - Sound particles vibrate to generate sound.				
Action points from previous lesson evaluation (including consideration for specific children: i.e. more able, pupils with SEND,EAL): - Focusing on making sure that I have explained the lesson well. - Explain more clearly and model more effectively - Using key words more often. - Being mindful of different partners that need help within the class.				
Subject specific vocabulary: • vibrations, particles/molecules, air, sound waves, Ear drum, particle arrangement, • sound waves, packed closely, solids, gases, vibrations		Possible misconceptions: - Might not understand the difference or what states of matter is: Solid, liquid and gases. - Might get confused by the definition of particle arrangements.		

PGCE Primary Lesson Plan 1

## Lesson Dialogue Record (to be uploaded to PebblePad)

### 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)

Information on pupil groups (SEND; EAL; able; FSM/PP)

Resources (as appropriate)

Seating plan (as appropriate)

Annotated version of previous lesson plan and evaluation (as appropriate)

Name	*****	School	*****
Subject area	Maths	Date of feedback	08/10/18
Time of lesson	9.30am	Sequence of lesson	2 <sup>nd</sup> lesson on using the ENL
Observer	Gwen Ineson	Key stage/ Year group	KS1, year 1
Teaching space	Classroom	Number of pupils	29

Professional Learning Foci (related to the Tracking Progress Documents and taken from the WPLR):

- I have been working on ensuring I maintain high expectations of behaviour
- I have researched my subject knowledge on using the ENL for subtraction
- I have considered how to ensure all pupils within the class can access the learning material

### Part B: To be completed by the observer after the lesson:

Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to: High Expectations and Managing Behaviour (S1 and S7);

**LESSON PROGRESSION**

Approx. timings	Intended Learning outcomes (What do I want the pupils to learn?) <i>Intent</i>	Main teaching, activities, organisation, and homework (How do I want all the pupils to learn?) <i>Implementation</i>	Adaptive teaching (How will I ensure specific groups of pupils will access the learning? To include additional adult support)	Assessment opportunities including key questions (How will I/the children know what has been learnt? Refer to the whole class, individuals and an identified focus group here - who, what and how?) <i>Impact</i>
2 mins	Recap: TYP: Using the pictures to help, what have we learnt about how sound travels.	Partner Talk	Visual picture journey Making sure students use the keywords text box on slide from the previous lesson. • vibrations • particles/molecules • air • sound waves • Ear drum	• What have we learnt so far? • What do these pictures signify? • Can someone explain the journey of sound?
2 mins	Welcome: I want the chdn to understand the difference between Science.	Teacher Talk	Get an unconfident child to read it aloud.	• What does working scientifically mean? • What is the objective? • What are the different mediums?
2 mins	Success Criteria: I want the chdn to understand what I	Teacher Talk	Get an unconfident child to read it aloud.	• Does everyone think we can achieve these success criteria?

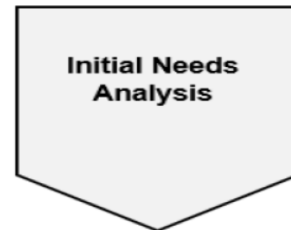
# Post-lesson dialogue and overview on page 35 of handbook



## 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.

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...."

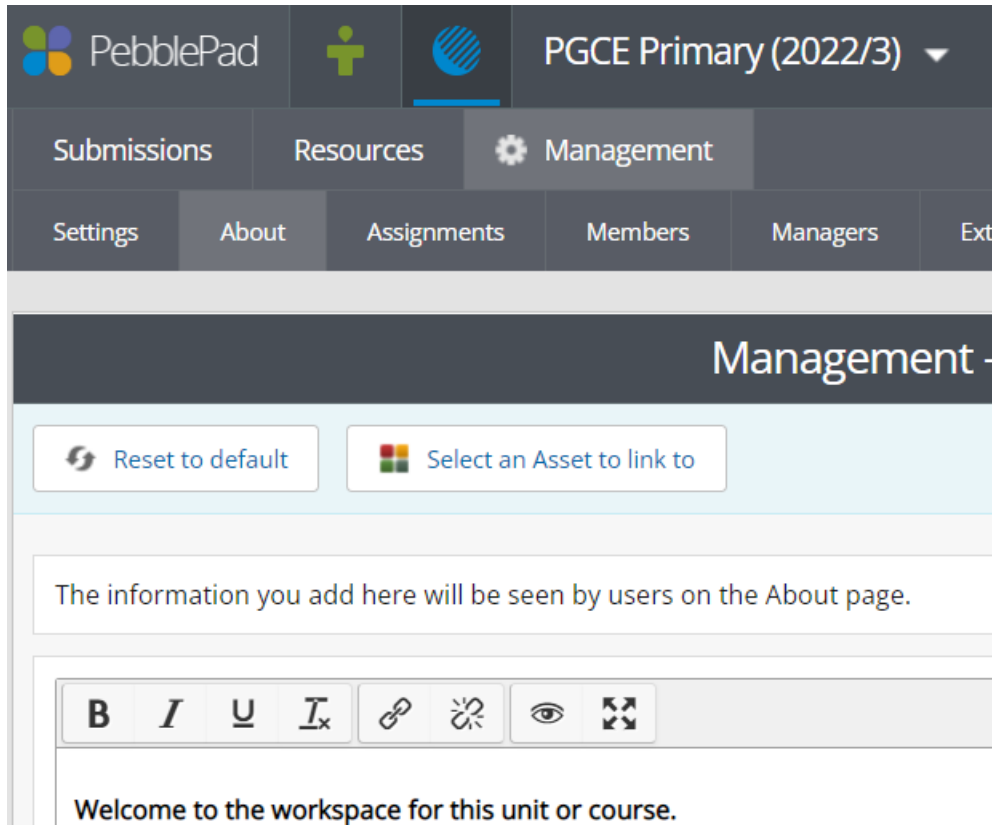


The Initial Needs Analysis integrates professional learning foci and strategies, which are cross referenced to the 5 areas in the Core Content Framework. The student teacher drafts the INA in preparation for Placement 1; these will be the professional learning foci for the first WPLR. This is completed on PebblePad and shared with the mentor at the start of placement.



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)

# PebblePad Login and Mentor Role



PebblePad PGCE Primary (2022/3)

Submissions Resources Management

Settings About Assignments Members Managers Ext

Management

Reset to default Select an Asset to link to

The information you add here will be seen by users on the About page.

**B** *I* U ~~Strikethrough~~ Link

Welcome to the workspace for this unit or course.

PCM and mentor emails – IT can then set up manually

Aiming to complete w/b 17<sup>th</sup> 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?



<https://jamboard.google.com/d/1EjweN6MgXT8Xrh-0naPdNcOjKriTazvl5TtAx-UhVXc/edit?usp=sharing>

## Next sessions

Date	Foci
22 <sup>nd</sup> November 2022 4-5.30 Online	<ul style="list-style-type: none"><li>• Personal foci and tracking progress review</li><li>• Preparing for Interim Placement formative assessment</li><li>• Mentor feedback - any concerning gaps linked to CCF areas</li></ul>





## Support can be accessed from:



Partnership Office: Sharon Grey [cbass-admin-pdu@brunel.ac.uk](mailto: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](mailto:Julie.Mansfield@Brunel.ac.uk)

Secondary Programme Lead: Chris Ince [Christopher.Ince@Brunel.ac.uk](mailto:Christopher.Ince@Brunel.ac.uk)

