Mentor Development 2

4th October 2022

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PGCE Secondary Programme Lead

Session Plan

- Initial comments on students/placement

- Behaviour for Learning

- Lesson Dialogue Record

- Post-lesson Conversations

- When a student is not on track

- Questions

How do you/your school transition student teachers into teaching their first classes?

What constitutes 'managing' behaviour for learning?

What are your expectations for student teachers?

What problems might you expect to see from student teachers in their first few weeks/lessons?
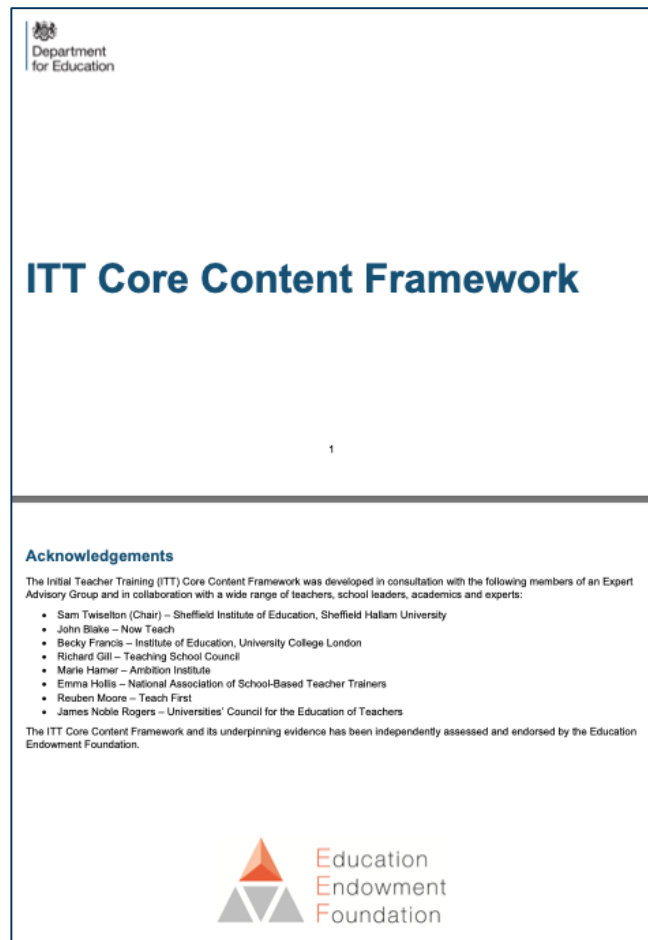
How are do we intervene and support?

What do we do if they don't improve?

The Core Content Framework

Learn that…

1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.

2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.

3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.

4. Teachers can influence pupils' resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.

5. Building effective relationships is easier when pupils believe that their feelings will be considered and understood.

6. Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward).

7. Pupils' investment in learning is also driven by their prior experiences and perceptions of success and failure.

What have we done with the student teachers?
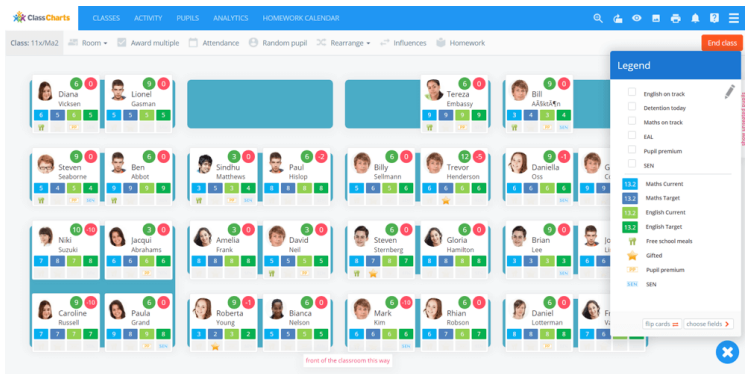
Guidance

The trainee teacher behavioural toolkit: a summary

Published 1 November 2019

Classroom Routines

Outside the lesson

Starts to lessons

Ends to lessons

The physical environment

Circulation / Teaching from the back

Language for Learning

Establishing rules

Maintaining momentum

High School

Behaviour for Learning (BfL)

This document describes the BfL arrangements at ▉▉▉ High School.

Parents/carers who require any further information are invited to contact ▉▉▉ (Assistant Headteacher) by email ▉▉▉ or ▉▉▉ (Intervention Manager) at ▉▉▉
Alternatively staff can be contacted by telephone on ▉▉▉ Information on all aspects of BfL is available below and includes:

1. The rationale for BfL at All ▉▉▉
2. The Rewards system
3. Learning behaviour in lessons
4. Detentions
5. Punctuality
6. BfL around the school during social and lesson change over times
7. The Appeal process
8. Break and lunchtime arrangements
9. FAQ

Rewards and consequences

Consequences

Rewards

What is 'fairness'?

Should we consider these together, or separate?

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Language, conversations, restorative justice, techniques, and strategies

Develop a positive, predictable and safe environment for pupils, by:

- *Receiving clear, consistent and effective mentoring in how to respond quickly to any behaviour or bullying that threatens emotional safety.*

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

- *Establishing a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.*
- *Working alongside colleagues as part of a wider system of behaviour management (e.g. recognising responsibilities and understanding the right to assistance and training from senior colleagues).*
- *Giving manageable, specific and sequential instructions.*
- *Checking pupils' understanding of instructions before a task begins.*
- *Using consistent language and non-verbal signals for common classroom directions.*
- *Using early and least-intrusive interventions as an initial response to low level disruption.*

Establish effective routines and expectations, by:

- *Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.*

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

- *Creating and explicitly teaching routines in line with the school ethos that maximise time for learning (e.g. setting and reinforcing expectations about key transition points).*
- *Reinforcing established school and classroom routines*

Build trusting relationships, by:

- *Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.*

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

- *Responding consistently to pupil behaviour.*
- *Engaging parents, carers and colleagues with support (e.g. discussing a script) from expert colleagues and mentors both in formal and informal settings.*

Motivate pupils, by:

- *Observing how expert colleagues support pupils to master challenging content, which builds towards long-term goals and deconstructing this approach.*
- *Discussing and analysing with expert colleagues how experienced colleagues provide opportunities for pupils to articulate their long-term goals and helping them to see how these are related to their success in school.*
- *Discussing and analysing with expert colleagues how to support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.*

How do you approach teaching 'BfL'?

- At your school?

- In your department?

- With student teachers?

- Personally?

What are we looking for throughout the year?

Phase 1

Behaviour for Learning and Class Management (TS1 & TS7)	Prompts and Questions
Forms a positive classroom environment which builds pupils' confidence.	• Describe a situation you've had to deal with, and how you altered your practice
Sets lessons at an appropriate level which challenges pupils of all abilities.	• What behaviour strategies have you seen used around the department or from university that you tried/would like to try?
Encourages enthusiasm in learning	
Shares clear rules, routines and expectations with pupils.	
Uses the school behaviour policy to deal with low-level disruptions.	
Begins to forge relationships to enable a calm and safe environment in the classroom.	• How has your behaviour management changed and developed over time?
Ensures effective transition in lessons and between lessons (where appropriate)	• What are the most useful or challenging parts of the school behaviour policy?
Presents evidence of having used content/material from Behaviour for Learning sessions in both the school and University setting.	

Phase 2

Behaviour for Learning and Class Management (TS1 & TS7)	Questions and Prompts
Establishes a safe and stimulating environment where all pupils are attentive and keen to learn throughout the lesson.	• Can you give an example of how you have impacted on the behaviour of a pupil within your class which required more than one strategy? • Which aspects of theory that you have learned in centre-based sessions have been most useful/impactful to you regarding managing pupil behaviour successfully? • How have you have adapted/or utilised different behaviour management strategies to meet the needs of pupils in the different Key Stages that you have encountered. • Can you give an example of a particularly difficult/challenging occasion relating to managing pupil behaviour that you feel you overcame. What did you learn from this experience?
Maintains high expectations of all pupils, regardless of their ability.	
Is able to model and demonstrate positive attitudes, values and behaviour expected of pupils.	
Rules, routines and expectations are embedded in classroom practice	
Confidently addresses disruptions using the appropriate school behaviour policies , including following up serious concerns.	
Lessons are calm and safe and relationships are positive.	

TS7

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

TS1

1   Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

What does effective post-lesson dialogue look like?

What was the best/worst bit of developmental feedback that you had as a student teacher?

Where do even experienced teachers/leaders go wrong in providing feedback?

The Brunel Lesson Plan

LESSON PLAN

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Professional Learning Foci (to be taken from previous lesson evaluations and/or the current WPLR):				
National Curriculum reference (Programme of Study or Scheme of Work):	Intended learning outcomes (ILOs):	Related success criteria:	Class/Year group:	Date:
			Subject:	Length:
Resources required (including H&S/Risk Assessment)	What are the opportunities for cross curricular links/literacy/numeracy in the lesson?	Behaviour for learning considerations/strategies:		
Pupils' prior knowledge and learning:				
Action points from previous lesson evaluation (including consideration for specific children: i.e. *higher attainers, pupils with SEND, bilingual learners and disabilities)*:				
How have you encouraged students to remember what has been taught?		Possible misconceptions:		

LESSON PROGRESSION

Approx. timings (Guide)	Intended Learning Outcomes (What do I want the pupils to learn?)	What are you doing? (Activity, task…)	What are the pupils doing? (Activity, task…)	Adaptive teaching (How will I ensure specific groups of pupils (SEND, EAL, PP) will access this? To include additional adult support)	Assessment opportunities including key questions (How will I/the children know what has been learnt? Refer to whole class, individuals and an identified focus group here - who, what and how?)

Post-lesson

Lesson evaluation for the class against the Intended Learning Objectives (to be completed after the lesson):

Whole class:

Individual pupils:

Action points for learning for the subsequent lesson:

Lesson evaluation in relation to your current Professional Learning Foci (Student Teacher):

The Post-lesson dialogue

What constitutes good post-lesson dialogue?

The Lesson Dialogue Record

The Lesson Dialogue Record

- What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?

- How did the lesson intend to build on the pupils' prior learning?

- What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?

- What did the pupils find difficult? How could you have planned for this differently?

- Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?

- How did you use questions to check and support learning, as well as extending learning?

- How did you differentiate the learning for pupils in the class? How did these strategies help the pupils?

- Would XXXX (pupil) have responded differently/made more progress if you had set up the task differently?

- How did you know what the pupils learnt in the lesson? What strategy was most successful for this?

- What other methods of assessment could you have used?

- What were the key areas of subject knowledge required for this lesson?

- What are the possible/common misconceptions?

- How did the pupils respond to the learning activities?

- How did the pupils respond to you?

- What strategies worked well to engage the pupils?

- Could you have dealt differently with the incident with XXXX (pupil)?

- What do you feel was positive? Strengths related to your identified professional learning foci?

- Can you identify what you did that contributed to the positive outcome?

- What areas would you like to work on?

- Which parts of the lesson went well and why?

- What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?

- What are the implications of this in relation to identifying Professional Learning Activities?

- Can you talk me through the rationale for using XXXX activity/approach in the lesson?

What can you do if you feel your student is not progressing?

Stages of support and intervention

What are the stages of the Support and Intervention process?

Stage 1: Activating Initial Support and Intervention

Stage 2: Reviewing Stage 1 Support and Intervention

Formal university process (stage 3 onwards). We reserve the right to start the Support and Intervention process at Stage 3

Stage 3: Setting up Support and Intervention agreement and Action Plan

Stage 4: Review of Support and Intervention Action Plan

Stage 5: Moderation

Next steps for unsuccessful Support and Intervention

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