



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Link Tutor, Mentor and PCM Development Session 3

2022-23

Placement 1 School Experience

Intentions of this session:



- Consider how the placements are going so far – what is going well/any areas of concern?
- Explore student WPLR examples; using the tracking progress documents and selecting personal foci
- Consider preparations for Interim Placement formative assessment; check-in regarding possible need for support and intervention
- Share experiences as a mentor; look at how different schools develop mentorship; what can mentors gain from the experience?

What are you enjoying about being a mentor? What are the challenges?



https://jamboard.google.com/d/1dzBTovoOnyWQ42Osu81Wxome8Yb_Q-yHCjCoty7eZk/viewer?f=1

What is going well and are there any areas of concern with the placement?

Weekly Professional Learning Record, Professional Learning Foci and PLAs



Weekly Professional Learning Record (WPLR)

Section 1: To be completed by student teacher prior to weekly meeting with your mentor

Expand boxes, as required

Week beginning:		
Professional learning foci for this week (Refer to most recent assessments: 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)
Pedagogy (TS2,4,5) To be involved in children's learning: introduce new knowledge – explain clearly with careful modelling step by step	I've planned for more modelling in my lessons but need to make sure I leave enough time in my lessons to be able to do them properly and effectively as I've rushed through some in order to get the children working. However, I've noticed that I then need to go back and repeat. I'm thinking more about how I model and am using more resources for this. I will continue to build on this so that my modelling works for all children. Perhaps I could model step one; let them have a go then bring them back to model step 2.	School File 1; lesson plan and LDR
Behaviour for Learning and Class Management (TS1 and TS7) To ensure effective transitions within and between lessons. To plan effectively to sustain children's interest and include movement breaks.	I am using the class positive praise and reward system which is working well. For most of the lessons, the children are on task and engaged. However, in my observed lesson this week the children were on the carpet for input for 20 minutes and they became very fidgety. Talking to my mentor, he suggested that I could have included an activity after 10 minutes which involved the children standing up in groups and moving to another area of the room before returning to the carpet. I need to plan in movement activities that relate to the learning so time is still being used effectively. Also, I ask them all to get up and return to their seats at the same time which caused lots of disruption and one child trod on another's foot. I am going to send them back a few at a time – either by table or by who is sitting well.	LDR; lesson plan

PLA 17: Compensatory Education and the Pupil Premium Grant

Activity 1:

Read Pupil Premium Conditions of Grant and the EEF Pupil Premium Guide accessed with links below or in session folder:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022>

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Activity 2:

Find in session folder and read "To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses." This research suggests that students with low socioeconomic status or who are academically at risk might benefit from mind-set interventions.

Related Directed Study Activity:

Consider how schools can provide opportunities so all pupils enjoy success: what is quality first teaching? Use the link to access text and videos:

[Quality First Teaching Checklist 2021: 10 Most Effective Strategies \(thirdspacelearning.com\)](https://www.thirdspacelearning.com/quality-first-teaching-checklist-2021-10-most-effective-strategies)

At the interim point, only an assessment of whether the student is 'On Track' or 'Not on Track' is required

Behaviour for Learning and Class Management (TS1 & TS7)	
Follows the school's behaviour policy in practice	<ul style="list-style-type: none"> How have you supported your students' behaviour for learning? Explain how you manage noise levels in different contexts. What have you found to be the most useful or challenging parts of the school behaviour policy? Describe a situation you have had to deal with, and how you altered your practice. What behaviour strategies have you seen used around school or from university that you tried/would like to try? How has your behaviour management changed and developed over time?
Forms a positive classroom environment which builds pupil's confidence	
Shares clear rules, routines and expectations with pupils	
Sets lessons at an appropriate level which challenges pupils of all abilities	
Ensures effective transitions in and between lessons (where appropriate)	
Encourages enthusiasm in learning and uses positive praise	
Prepares lessons which require perseverance	
Supports/ leads orderly movement around the school	
Establishes day-to-day routines	
Uses content/ material from Behaviour for Learning sessions	

What we would expect students to be doing, have done, or making strong progress on

Questions that mentors could ask to help make the determination around some of the areas (non-exhaustive)

Mentor records the agreed judgement here

ASSESSOR FIELD

Interim Placement 1: On track/not on track

Behaviour for Learning and Class Management (TS1 & TS7)

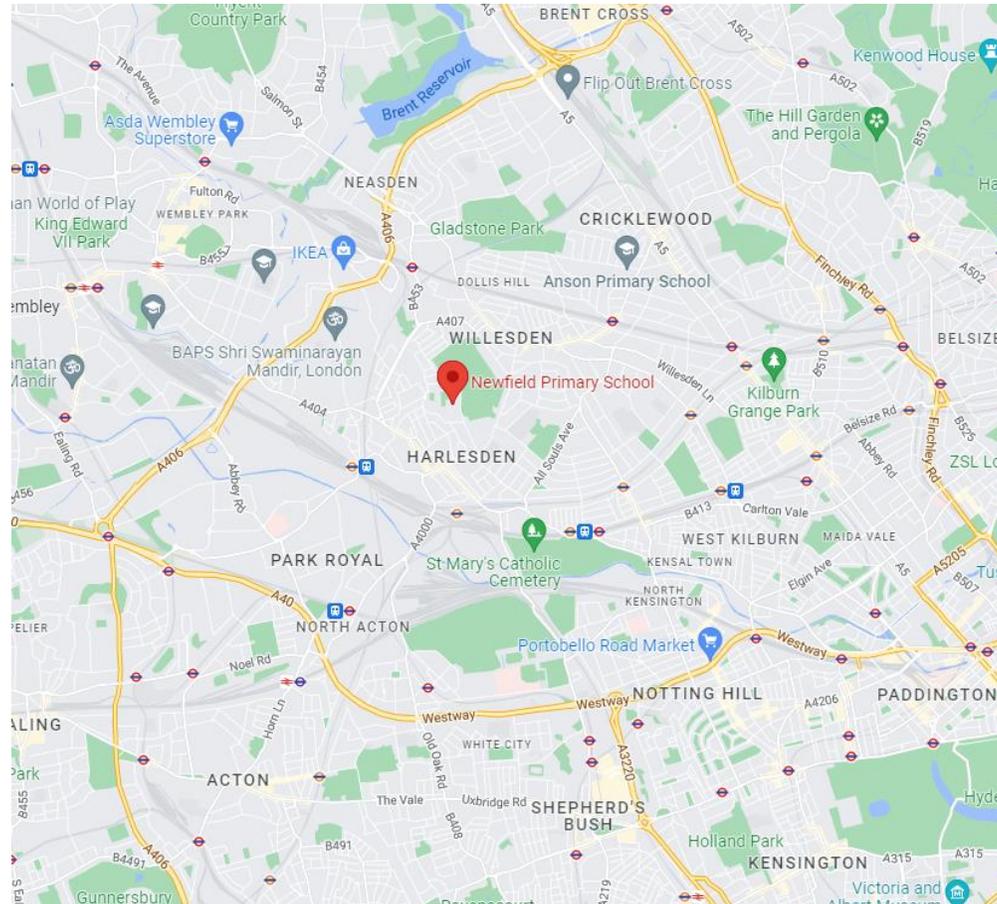
None

If a student is judged to be 'Not on Track' in an area, the Link Tutor would ideally have been informed

If any concerns that student teacher NOT progressing; please contact Link Tutor or discuss during upcoming visits.

Newfield Primary School, Brent

Philippa Saving – Deputy Headteacher (PCM and ITT Lead)
Kathryn Bottomley – Middle Leader (Mentor)



Sharing experiences of approaches to mentoring in school

PCM

- Initial contact with the student teacher via email.
 - Tour of the school and Induction.
- Check-in independently throughout the student's placement.
- Meet with the link tutor before, during and after their visit to the school.
- Direct the mentor to raise any concerns to the link tutor in a timely fashion.
- Ensure mentors attend any CPD offered by Brunel.
- Join the interim assessment meetings, particularly for those who are new mentors.
 - ITT Lead

Mentor

- Make contact after initial introduction.
- Discuss previous experience/placements.
- Liaise as and when necessary with the PCM about strengths and concerns.
- Meet with the PCM and link tutor to outline how well the student teacher is developing and their areas of need.
- Weekly meetings with the student teacher remain a high priority and targets are SMART.
 - Attend CPD offered by Brunel.
- Take advise from other professionals/colleagues.
 - ECT Mentor



Support can be accessed from:



Partnership Office: Sharon Grey and Amrit Kalsi cbass-admin-pdu@brunel.ac.uk

For PebblePad questions please contact Partnership Office

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