



Brunel University London

Department of Education

Initial Teacher Education

General Professional Education

Primary and Secondary

Professional Learning Activities Handbook

2023-2024

Professional Learning Activities: Guidance

In recent years there have been increasing expectations on schools involved in Initial Teacher Education to take more of a lead role in providing professional learning activities for student teachers during school based work. Within the Brunel Partnership, school colleagues have developed many innovative and effective methods of helping student teachers meet and provide evidence for the Teachers' Standards at the end of the programme and which link to the Core Content Framework for Initial Teacher Education. These Professional Learning Activities (PLAs) may be set and undertaken as part of university taught sessions or set and undertaken within school placements. Each student teacher should file their PLAs and these should be divided into 2 sections- section 1, GPE PLAs and section 2, Subject PLAs. This handbook is concerned with GPE PLAs only and guidance for subject PLAs will be given within the relevant subject modules. The PLAs can also be accessed via BBL and via the Partnership pages of the Brunel website. There are some directed study activities related to particular GPE themes and these can be used to further develop professional learning.

Our curriculum is a rich provision, aiming to develop teachers who are confident and competent. Themes which appear in the first term are those which help to build a firm foundation and will support student teachers as they begin their journey to becoming a teacher. The PLAs which can either be set as preparatory work for the GPE sessions, or as follow up in the subsequent seminars, allow student teachers to link their university-based sessions with classroom practice in schools. The GPE and associated PLAs in term 2 aim to build on knowledge and skills that the student teacher has developed thus far. As such, some themes such as Behaviour Management and Safeguarding appear as recurring themes and emphasise their importance. Where possible, the GPE theme is followed through in subject - sessions to further strengthen knowledge and create opportunities for students to see how theory can be applied in their chosen area.

PLAs are to be used for the following:

1. As a focus for enquiry based learning prior to a GPE session. This type of PLA may be used again if identified by the student teacher and mentor as being able to support the target setting process.
2. To help mentors devise a Professional Learning programme for their student teachers based on the ITT Core Content Framework with particular reference to targets identified within their action plan.
3. To enable the student teacher to gather evidence of progress in a particular Teachers' Standard area towards the end of the programme as part of the evidence gathering to support the profile.

Reference is to be made in the WPLR when the mentor and student teacher have worked collaboratively on selected PLAs. Further guidance on this can be found in the School Experience Handbook. It is the responsibility of the student teachers to keep the evidence of these PLAs in the relevant section of their file.

GPE PLAs:

Term 1 ED5617, ED55019

Session	Date	Focus	PLA
1	6/9/23	Professionalism and Values <i>Fulfil wider professional responsibilities</i>	PLA1
2	6/9/23	Embedding reflection in practice <i>Fulfil wider professional responsibilities</i>	PLA 2
3	13/9/23	Safeguarding 1 <i>Fulfil wider professional responsibilities</i>	PLA 3
4	13/9/23	Equality, Difference and Diversity <i>Fulfil wider professional responsibilities</i>	PLA 4
5 & 6 (Pri) 5 & 6 (Sec)	20/9/23/2 7/9/23 20/9/23	Learning Theories and Myth Busting Learning Styles Cognitive Science <i>Promote good progress and Demonstrate good subject and curriculum knowledge</i>	PLA 5 and 6
7	27/9/23	Behaviour for Learning <i>Set high expectations and manage behaviour effectively</i>	PLA 7
8	4/10/23	Curriculum and National Curriculum <i>Demonstrate good subject and curriculum knowledge</i>	PLA 8
9	11/10/23	Principles of planning, teaching and assessment <i>Set high expectations, plan and teach well-structured lessons and make accurate and productive use of assessment</i>	PLA 9
10	18/10/22	Embedding Equality, Difference and Diversity(Including EAL)	PLA 10

		<i>Fulfil wider professional responsibilities and adapt teaching</i>	
		READING WEEK/HALF TERM	
11	1/11/23	SEND and Inclusion <i>Adapt teaching</i>	PLA 11
12 (Pri)	8/11/23	SEND 2: Literacy Difficulties and Dyslexia <i>Adapt teaching</i>	PLA 12
13(Pri/Sec)	8/11/23	EAL 2 <i>Adapt teaching</i>	PLA 13
14	8/11/23	Assessment <i>Make accurate and productive use of assessment</i>	PLA 14
15	15/11/23	Bullying and PSHEE <i>Manage behaviour effectively</i>	PLA 15
16 (Pri) 20 (Sec)	22/11/23	Literacy Across the Curriculum Looked after Children/ASD/Young Carers <i>Demonstrate good subject and curriculum knowledge</i> <i>Adapt teaching</i>	NO PLA NO PLA
17	22/11/23	Compensatory Education and the Pupil Premium <i>Set high expectations, promote good progress and adapt teaching</i>	PLA 17
18 (Pri) (Sec)	22/11/23 8/2/24	Pupil Progress and Data <i>Set high expectations, make accurate and productive use of assessment and promote good progress.</i>	PLA 18

Term 2 and 3 ED5617, ED55020, ED55021

Session	Date	Focus	PLA
19	7/02/24	Applying for first posts Teachers' Fair <i>Fulfil wider professional responsibilities</i>	PLA 19
HALF TERM			
20 (PRI)	21/2/24	SEND 3: ASD and Looked after Children	NO PLA
21(PRI)	21/02/24	Behaviour for Learning 2 <i>Manage behaviour effectively</i>	PLA 21
21 (SEC)	28/2/24	Behaviour for Learning 2 <i>Manage behaviour effectively</i>	PLA 21
22	6/03/24	Safeguarding 2 <i>Fulfil wider professional responsibilities</i>	PLA 22
23	13/03/24	Resilience and wellbeing <i>Fulfil wider professional responsibilities</i>	PLA 23
24	13/3/24	EYFS and Transitions <i>Fulfil wider professional responsibilities</i>	NO PLA
25	20/03/24	Working with others <i>Fulfil wider professional responsibilities and adapt teaching</i>	PLA 25
26	20/03/24	High Attainers/Rapid Graspers <i>Set high expectations and adapt teaching</i>	PLA 26
27	17/6/24	Professional learning, transition and induction <i>Fulfil wider professional responsibilities</i>	PLA 27

28 (Pri)	17/6/24	Learning Outside the Classroom <i>Demonstrate good curriculum and subject knowledge</i>	NO PLA
29 (Pri)	18/6/24	ECT and Leadership pathways <i>Fulfil wider professional responsibilities</i>	NO PLA

PLA 1: Professionalism, Values and Reflective Practice

Activity 1:

Read “**Reflection-on-values: Being a Professional**” **chapter 3** in Ghaye, A. and Ghaye, K. (1998) *Teaching and Learning Through Critical Reflective Practice*. London: David Fulton. A digital copy is available on the Talis Aspire reading list for ease of access.

Activity 2:

Watch this 4-minute video: Dylan William provides a simple introduction to the concept of teachers’ reflective practice and how this sets the context for teaching and learning:

<https://www.youtube.com/watch?v=0glFJMYv1JY>

Related Directed Study Activities:

1. This short blog by Katie Waring, a SCITT Director, explains the rationale for trainees engagement with educational research and how this can help them develop as a professional:
<https://researchschool.org.uk/bradford/news/why-should-itt-trainees-engage-with-educational-research/>
2. Further resources can be found at: <https://chartered.college/early-career-series/>. As a student teacher, you can join for free.

PLA 2 : Embedding Reflective Practice

Activity 1:

Read at least one of the following and make notes: some are e-books.

“**Reflection in Professional Practice – the work of Donald Schön**” **chapter 4** in Moon, J. (1999) *Reflection in Learning and Professional Development*. London: Kogan Page. (e-book so read online)

Chapter 1 in Zwozdiak-Myer, P. (2012) *The Teacher’s Reflective Practice Handbook: becoming an extended professional through capturing evidence-informed practice*. London: Routledge (e-book)

“**The Reflective Practitioner**” **chapter 2** in English, E. and Newton, L. (2005) *Professional Studies in the Primary School*. London : David Fulton.

Chapters 1 and 3 in Pollard, A. (2014) *Reflective Teaching in Schools (fourth edition)*. London: Bloomsbury.

Chapters 1 and 5 in **Pollard, A (2008) *Reflective Teaching (third edition)*. London: Continuum.**

PLA 3: Safeguarding

Activity 1:

Before you start your Placement 1 school placement:

1. Read “Keeping Children Safe in Education” (DfE, 2023):
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
2. Explore the information available on the NSPCC website: <http://www.nspcc.org.uk/> and sign up to CASPAR: <https://www.nspcc.org.uk/services-and-resources/research-and-resources/sign-up-to-caspar/>
4. Look at Andrew Hall’s website for free safeguarding briefings and updates:
<https://www.safeguardingschools.co.uk/>
5. Read “ Sexual Violence and Sexual Harassment Between Pupils in Schools and Colleges” (DfE, 2021) <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Activity 2:

During your induction/preparation days in both Placement 1 and 2 complete these activities to familiarise yourself with your placement schools:

1. Meet with the Designated Safeguarding Lead.
2. Ensure you understand the Safeguarding and Child Protection policies including safeguarding procedures, staff code of conduct, E-Safety and the Prevent Strategy within the school context.
3. Find out what the contextual key issues for safeguarding are within the school and local school setting; ask the DSL if there are particular risks for the school.
4. Find out your role as a student teacher in relation to safeguarding.
5. Complete the Safeguarding audit (see appendices) and keep in your PLA file.
6. E-safety: all schools have an Acceptable Users Policy (AUP) to establish safe and responsible online behaviours. You may be asked to read and sign this on your first day; therefore, please read any policy or documents related to E-safety before starting.

PLA 4: Equality, Difference and Diversity

Activity 1:

Read **Chapter 4-** Ethnicity, Whiteness and Identity and one other chapter of your choice from the book (available online as an e-book): *Diversity, Equality and Achievement in Education*, by Gianna Knowles and Vini Lander. Reflect and write some notes on chapter 4 and on your chapter of choice: what are some of the implications for your own practice?

Activity 2:

Read the equalities policy for the school; consider the whole school ethos – how does the school promote inclusive practice?

Related Directed Study Activities:

Read "No Outsiders in Our School: Teaching the Equality Act in Primary Schools": an easy to access e-book that considers some challenging scenarios for schools and includes lesson plans for primary but could be adapted for secondary.

PLA 5 and PLA 6 : Learning Theories

Activity 1:

Choose to read – chapter 2 and 7; 3 and 7 or 4 and 7 of the ebook

Pritchard, A. (2007) *Ways of Learning: Learning Theories for the Classroom* (4th ed). London: Routledge

Activity 2:

Memory is key to learning: read these articles to explore how to avoid overloading working memory and strategies to help pupils commit learning to long term memory. Make a list to help you when planning lessons: how can you break complicated learning into small manageable steps and how can you plan repetitive practice in a variety of ways to sustain pupil engagement?

Gathercole, S., Lamont, E., & Alloway, T. (2006) *Working memory in the classroom*. *Working memory and education*, 219-240.

Roediger, H. L., & Butler, A. C. (2011) *The critical role of retrieval practice in long-term retention*. *Trends in Cognitive Sciences*, 15(1), 20–27.

Related Directed Study Activities:

Pound, L. (2005) *How Children Learn: from Montessori to Vygotsky; educational theories and approaches made easy*. London: Step Forward Publishing. (e-book)

Pound, L. (2009) *How Children Learn 3: contemporary thinking and theorists*. London: Practical Pre-School Books

Read and make notes: reflect upon which of the theories resonates most with you; consider how they sit with your classroom experiences so far.

Primary Only: You will be working in groups to prepare for your presentation; these readings are a good starting point. The Pound books are very easy to access – a couple of pages on each of the key theorists.

PLA 7: Behaviour for Learning

Activity 1:

Read **Creating a Culture: how school leaders can optimise behaviour**. Write notes and critically reflect on how this sits with your experiences of schools.

<https://www.gov.uk/government/publications/behaviour-in-schools>

Activity 2:

Listen to this BBC Radio 4 programme where the head teacher of the Michaela School, Katharine Birbalsingh and Education consultant, Dr Debra Kidd, debate whether discipline is the enemy of learning. Summarise the main points from both sides of the argument

[Across the Red Line - Series 4 - Is Discipline the Enemy of Learning? - BBC Sounds](#)

Related Directed Study Activity:

Watch this 14-minute video which focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils:

<https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446>

PLA 8: Curriculum and National Curriculum

Activity 1:

'Getting to grips with the National Curriculum'

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

Research the core aims of the subjects of the national curriculum for your Key Stages (and subject area for secondary); it is also valuable to look at the other documents to help understand transition points.

Take notes about the common themes across the subjects/key stages, including in relation to the assessment approaches and any statutory requirements.

Activity 2:

Read the article by Daisy Christodoulou; [Minding the Knowledge Gap](#) - The Importance of Content in Student Learning. What do you think?

Related Direct Study Activity:

This A4 summary by Daryn Egan-Simon explains what a ['knowledge rich curriculum'](#) is and its implications for trainees and teachers

PLA 9: Principles of Planning, Teaching and Assessment

Activity 1:

Read this very succinct article to introduce key elements of efficient, effective lesson planning.

[Lesson planning | impact.chartered.college](https://www.impact.chartered.college/lesson-planning/)

Activity 2:

Preparing for planning in the medium term - obtain a copy of a scheme of work for a particular Key Stage (KS) in your placement school and discuss with your mentor or a member of the department/KS.

- How does the scheme of work build on prior learning and connect to intended future learning in terms of continuity and progression?
- What assessment strategies and mechanisms are associated to this scheme of work to track pupil progress over time? How are these recorded? How are the outcomes of this assessment process used to inform future planning for that group of pupils?
- How do teachers use the schemes of work available to them to plan their specific units of work (medium term plans) and lesson plans (short term plans) for a group following the scheme?

Activity 3:

Exploring the 'ingredients' of good lesson plans

Observe an experienced teacher teaching a group or class; ask if you can have a copy of their lesson plan; scheme of learning/work, or medium term plan (MTP); as you observe the lesson, consider the following questions and make associated notes:

- Did the plan/scheme/MTP match your observations? How did the plan support the implementation of the lesson?
- What did the children learn and how did they learn?
- How did the teacher check they had learned what was planned?
- How did the teacher respond to the children's learning?
- Consider whether the teacher made changes during the lesson – why did they make these changes?

Related Directed Study Activity:

Read this accessible book that highlights the importance of having high expectations: each chapter covers one of the six principles – challenge, explanation, practice, modelling, feedback and questioning.

Allison, S., Tharby, A., & Lemov, D. (2015) *Make Every Lesson Count: Six Principles to support great teaching and learning*. London: Crown House Publishing (e-book)

PLA 10: Embedding Equality, Difference and Diversity (incl EAL)

Activity 1:

Complete UK Feminista Training Modules including the Action Plan and Feedback; upload certificate to PebblePad

Activity 2:

Set up a meeting with the EAL coordinator; discuss the school context and any potentially sensitive areas that you may need to be aware of, and behave professionally and ethically in line with the school's data policies and CCF areas of professional behaviours. Discuss data: how is language and ethnicity data used in the school; are there any concerns in relation to particular groups of children and the progress they are making; what is the school planning/doing to support them?

Activity 3:

Research one bilingual/multilingual pupil at any stage of language development; complete EAL record sheet in appendices for your file.

Related Directed Study Activity:

Read this article which looks at the use of interventions including pre-learning and over-learning to support a range of pupils including those who speak English as an additional language: <https://www.sec-ed.co.uk/best-practice/teaching-interventions-pre-and-over-learning/>

PLA 11: SEND and Inclusion

Activity 1:

Read SEND Code of Practice: A Summary by The Key via the link here and download the pdf summary or find it in the session folder. <https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/the-sen-code-of-practice-a-summary/>

Activity 2:

Read the SEND Review March 2022 and “A Good Life: towards greater dignity for people with learning disability.” Critically engage with your reading, the university sessions and experiences in school; what do you think?

https://cstuk.org.uk/assets/CST-Publications/CST_AmbitionInstitute_Whitepaper_AGoodLife.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063898/SEND_review_right_support_right_place_right_time-print_ready.pdf

Activity 3:

Explore the concept of adaptive teaching: read this blog and look at the EEFs 5 High Quality Teaching Strategies for pupils with SEND:

<https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you/>

<https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special->

[educational-needs-send](#)

PLA 12: SEND 3: Literacy Difficulties and Dyslexia

Activity 1:

Read Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties by Jim Rose; can be found in session folder or at:

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf>

PLA 13: EAL 2:

Activity 1:

Explore the Bell Foundation Website and Free Resources: Choose a resource and use it during placement; evaluate the resource – how helpful was it? Did you adapt it or use it for other children too?

<https://www.bell-foundation.org.uk/>

Activity 2:

Read The EAL Teaching Book by Jean Conteh – an essential read to understand pupils with EAL and strategies to support their progress. What have you learned about EAL and can you list some strategies that you will take into practice.

PLA 14: Assessment

Activity 1:

Access this web link which, using text and a short video, succinctly explains the theory behind AfL and how it can be put into practice when teaching in primary and secondary classrooms. It also includes an assessment glossary at the end of the web link:

<https://cambridge-community.org.uk/professional-development/gswafl/index.html>

Activity 2:

Watch this 3 minute clip of Dylan Wiliam as he “Unpacks Formative Assessment.”

<https://www.youtube.com/watch?v=kPf0nQFfv50>

Related Directed Study Activity:

Use the Lesson Observation Pro forma (appendices) to help you to focus on: identifying how the teacher ensures and knows that the learning objectives (LO) are met; how does the teacher share the LO and success criteria with the children; do the children know what a good one looks like (WAGOLL); what assessment strategies do you observe; how does the teacher respond to assessment during and after the lesson?

Read Education Endowment Foundation (2016) A marked improvement? A review of the evidence on written marking.

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf?v=1629121916

PLA 15 Bullying and PSHEE

Activity 1:

Visit the website <https://ditchthelabel.org/anti-bullying-activities-for-teachers>

Find out if your school is involved with Anti bullying week and what are some of the activities planned for that week.

Activity 2:

Look at the PSHE Association Programmes of Study documents (which cover KS1-5) for your key stage; how does the school's curriculum compare?

(<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> – also, in session folder)

Secondary Only: If you have not already done so, arrange a meeting with staff responsible for pastoral care; shadow “form” time.

PLA 17: Compensatory Education and the Pupil Premium Grant

Activity 1:

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.

Activity 2:

Read chapter 7 “The Seven Secrets of Self-Efficacy” –in the e-book “Reaching the Unseen Children” by Jean Gross. Write notes and in your WPLRs, include reflections on how you have used the seven secrets. You may well want to read other chapters too!

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://thirdspacelearning.com/quality-first-teaching-checklist-2021-10-most-effective-strategies/)

PLA 18: Pupil progress and data analysis

Activity 1:

Access this web link which uses text and short videos to comprehensively explain how to promote progress by encouraging metacognition in the classroom:

<https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

Related Direct Study Activities:

Read “Making Good Progress: The Future of Assessment for Learning.” by Daisy Christodoulou.

PLA 19: Applying for First Posts

Take time to look at the way jobs are advertised in your chosen local area; consider booking an appointment with the University PDC for support with mock interviews.

PLA 21 : Behaviour for Learning 2

Activity 1:

Read Mental Health and Behaviour in Schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Activity 2:

Read "Let's learn together." Download from link

<https://www.adoptionuk.org/lets-learn-together-ni>

Related Direct Study Activities:

De-escalation techniques 1:

- Discuss with your mentor how it is important that you depersonalise conflict situations, that a pupil's provocative behaviour is not a personal attack on you. Furthermore, reflect with your mentor upon how you will need to regulate your own emotions as a teacher and develop your resilience.

De-escalation techniques 2:

- Discuss de-escalation techniques with your school mentor and focus upon three techniques you want to develop.
- Observe and video a challenging class being taught by an expert teacher. Use the video with the expert teacher after the lesson, to identify specific strategies used to effectively de-escalate challenging behaviour.

De-escalation techniques 3:

- Practise previously discussed de-escalation techniques in a role play situation with your mentor. Video the session to reflect, focusing on how you might improve the use of these techniques.
- Teach a challenging class and employ one of your de-escalation techniques. Video the lesson and reflect upon it with your mentor. Try to unpick what made it successful / unsuccessful.
- Practise the three techniques in real situations until you feel you have mastered them.

PLA 22: Safeguarding 2

Activity 1:

Read Prevent Duty; look at school policy and strategies.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Activity 2:

Revisit the safeguarding audit from PLA 3; address any updates or gaps.

Activity 3:

Explore the resources on these links:

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/protecting-children-from-radicalisation/>

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

Related Directed Study Activities:

Explore the Educate Against Hate website and the resources available.

PLA 23: Resilience and Wellbeing

Activity 1:

Watch this 9-minute TED talk which explains the importance of self-care for teachers and how they need to prioritise their own well-being in the same way as they do for the pupils they teach:

<https://www.youtube.com/watch?v=5O5QlqIDxjg>

Activity 2:

Watch this 10-minute video which provides some time saving workload tips for new teachers:

https://www.youtube.com/watch?v=OKW_Y2E7KK8

Take some time out to try out one of the suggestions from the session.

PLA 25: Working with Other Adults, Parents and Carers

Activity 1:

Research the impact that Teaching Assistants/ Learning Support Assistants can have on the progress of pupils with S.E.N.D.

Look at the evidence of impact using the Sutton Trust-EEF Teaching and Learning Toolkit

<https://educationendowmentfoundation.org.uk/toolkit/>

Activity 2:

Read “Working with Parents to Support Children’s Learning: Guidance Report”

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> and “Making Best use of Teaching Assistants: Guidance Report.”

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

Activity 3:

Use the Working with Parents and Carers Checklist whilst you are on placement to guide and record your involvement. (See appendix)

PLA 26: High Attainers and Rapid Graspers

Activity 1:

Watch this 6 minute film:

<https://www.youcubed.org/rethinking-giftedness-film/>

Activity 2:

Read Chapter 3 of the ebook – Stephen, M. and Warwick, I. (2015) *Educating the More Able*. London: Sage. Over 15 (short) pages it sets out the UK context for More Able education via both current and historical perspectives.

PLA 27: Professional Learning, Transition and Induction

Activity 1:

Read the Early Career Framework document:

<https://www.gov.uk/government/publications/early-career-framework>

APPENDICES

Lesson Observation Record (for student to use when observing other expert colleagues)

Student Teacher	Teacher and class observed	Date and lesson times
Lesson theme/topic		
<p>Introduction to the lesson</p> <p>How does the teacher:</p> <ul style="list-style-type: none"> Start the lesson, greet & welcome the pupils Make links to previous learning and further lessons Explain the objectives of the lesson Use a variety of teaching strategies (eg explanation, demonstration, questioning, and effective use of resources?) Provide opportunities for interaction and oral work Manage transitions between parts of the lesson 		
This area is intentionally left blank for observation notes		

Lesson Planning and Teaching

How does the teacher:

Adapt teaching

Ensure all pupils understood the tasks

Question pupils to check understanding

Provide feedback to promote learning

Correct errors and misconception

Manage behaviour

Use presence and body language to manage the learning environment

Organise the learning environment

Use resources (including ICT)

Assess learning and progress

Engage pupils through a range of teaching methods

Ensure pupils have the opportunity to practise so that new learning is consolidated

Pupils' responses

To what extent did pupils show:

Concentration

Interest in tasks

Enjoyment

Collaboration

Independence

Understanding of lesson objectives

Conclusion

How did the teacher:

Finish off the activities

Summarise the key points of the lesson – either at transition points or at the end

Involve pupils in assessing how far learning objectives have been met

Ensure a calm and smooth finish to the lesson

Provide opportunities for follow-up activities or homework

End the lesson and dismiss the pupils

Observation Template 2

(for student teacher to use when observing other expert colleagues)

Student Teacher	Teacher and class observed	Date and lesson times
Lesson theme/topic		
Area of focus for this observation		
Comments:		
Reflective comments to include: ideas and approaches I found useful; issues to discuss with my Mentor/Tutor; what I will implement in my own teaching following this observation		

PLA 9 : EAL Record of Observations

Make concise comments under the following headings and prompts

Age and year group of pupil

Place of birth

Length of time in the country (years and months)

Type of EAL learner and their language proficiency stage (the schools should be using the new language proficiency scales: A-new to English; B-early language acquisition stage; C-developing competence; D-competent; E-fluent). If the child is a new arrival to the country, what kind of schooling or education have they previously experienced? How similar or different is it to the school they are studying in?

Religious background (if applicable and known). Are there any considerations that need to be planned for? What do you know about the key principles of the pupil's religion? Go beyond any stereotypes presented in the media, and do some research.

Are there any cultural considerations that you should be aware of in order to enrich his/her learning experience at school in a more inclusive and respectful way?

What language/s does this child use with different people: parents, siblings, friends and the wider extended family? NB: they may speak more than one language outside of school.

As you explore the above questions with the school's consent, consider what the responses raise for you as a teacher who has to 'establish a safe and stimulating environment for pupils, rooted in mutual respect' (TS1).

Make concise comments under each heading (bullet points are fine)

Make brief comments about the child's achievements (this maybe in relation to tests) and position, based on your observations, discussions/interviews with key staff (and parents possibly with the support and consent of the class teacher).

Spoken language skills

Reading ability and comprehension skills

Writing ability

Numeracy/mathematical skills

Additional prompts (explore what you practically can within your placement school and time available):

Confidence, interactions with peers

- Does the child attend any out-of-school language or religious classes at supplementary school? These are sometimes held on a Saturday or during evenings. How is the child performing in those classes? (You may have to ask the parents/family/carers about this).
- How important is the supplementary school for the child/ family?
- How does the child view the status of his/her additional/first language/s? (this is not an easy question)
- How does the school acknowledge the child's cultural, religious and linguistic identities outside of English?
- Are there any opportunities for the child to use/draw upon their first language or culture within the school environment/curriculum? If so, outline any areas.
- Do any staff members or other pupils in the school speak the same language as the child? If yes, how is this drawn upon?
- What kind of data is held by the school to support how you (and other staff) work with this child?

Working with Parents and Carers Checklist

Teachers' Standards 8

Action	✓ or x
I know about the family circumstances of my profile children e.g single parent family, LAC	
I know about the family circumstances of most of the children in my class	
I have spoken to parents at the start of the day	
I have spoken to parents at the end of the day when dismissing children	
I have spoken to parents to celebrate either work or behaviour	
I have spoken to parents on the telephone (with another member of staff present)	
I have worked with parent helpers within the classroom	
I have worked with parent helpers on a trip	
I have attended a meeting with parents with CTM/SENco present	
I have attended a parent evening meeting	
I have sent home a certificate or letter to parents to celebrate work or behaviour	
I have attended a school event e.g. quiz night, fair, sports event where parents have been attending	
I have read last year's end of year school report for my pupil profile children	
I have written a mock end of year report for one of my pupil profile children	
I have delivered a mock parents' evening for one of my pupil profile children with my CTM	
I feel more confident working and communicating with parents	

Evaluation and Action to be Taken:

Safeguarding Audit

1. What is the difference between safeguarding and child protection?
2. What is the overarching safeguarding document for everyone working with children and young people?
3. Safeguarding and promoting the welfare of children is defined as which four aspects?
4. List some key strategies that schools have in place to safeguard all children.
5. Who has the responsibility to ensure that the learning environment is safe?
6. Why is it important to “think the unthinkable”?
7. What are the types of abuse, their indicators and what should you do if you suspect possible abuse?
8. What is child on child/peer on peer abuse?
9. What do the following acronyms stand for: FGM; CSE; CCE; HBA; CME; MASH; LADO. Can you explain what is meant by “County Lines” and do you know what Operation Encompass is?
10. What should you do if you have a safeguarding concern or allegation against another member of staff?

Evaluation and Action to be Taken:

SCHOOL CONTEXT: (COMPLETE FOR SCHOOL A AND REPEAT FOR SCHOOL B)

1. Who is the DSL?
2. What are the specific procedures to safeguard all children? (For example, any procedures around dismissing children at the end of the day; reporting absence?)
3. What is the contextual safeguarding? Are there any key safeguarding issues specific for this school or location? If so, what are they?
4. What are the procedures if there are any concerns? (For example, who to speak to, where to record?)
5. With regard to e-safety, what guidance does the school have? What are your responsibilities as a student teacher? What steps should you take to ensure your personal e-safety?
6. What is the code of conduct for the school? Have you signed it?

Evaluation and Action to be Taken: Do you need to revisit any documentation/arrange a further meeting with the DSL to develop understanding

OPTIONAL PRIMARY PLA: Library Induction

1. Find two books held in the library whose titles indicate that you will find an account of teachers' professionalism.
2. Use the Talis Aspire reading list for the module ED5617 to identify two sources of material relating to 'Behaviour for Learning'.
<https://rl.talis.com/3/brunel/lists/0DB50C78-2CF1-E420-4D3B-B7737F24CCA2.html>
3. How would you access the Times Educational Supplement in the Library?
4. Give a relevant shelf mark (for example, educational psychology can be found at LB1051) for the section of the library housing books on teaching a subject specialism from either Maths, English or Science.
5. Use the 'search' box on the library home page to find one journal which focuses on each of the following:
 - a. Educational Research Methodology
 - b. Pedagogy in either Maths, English or Science
6. Which books on 'Assessment' on your reading list for ED5617 are available as 'e-books'?
7. How would you go about getting help in finding a resource, if you needed it?

OPTIONAL SECONDARY PLA: Library Induction

1. Find two books held in the library whose titles indicate that you will find an account of teachers' professionalism.
2. Use the Talis Aspire reading list for the first module ED55019 (Secondary – General Professional Education) to identify two sources of material relating to professionalism in teaching:
<https://rl.talis.com/3/brunel/lists/DAD5B9D1-B6A1-98C5-A3D2-0AE39C7B25A5.html>
3. How would you access the Times Educational Supplement in the Library?
4. Give a relevant shelf mark (for example, educational psychology can be found at LB1051) for the section of the library housing books on teaching your subject specialism/curriculum enhancement area.
5. Use the 'search' box on the library home page to find one journal which focuses on each of the following:
 - a. Educational Research Methodology
 - b. Subject Pedagogy in your area
6. How would you go about getting help in finding a resource, if you needed it?