

Brunel University London
Initial Teacher Education Partnership

Mentor and PCM Development

2017-2018

Development and Consolidation Phases

Session focus

- Using the Professional Learning Action Plans (PLAPs)
- Post-lesson conversations – coaching approach
- Difficult conversations around Support and Intervention plans

The Professional Learning Process

Identified Professional Learning Needs

(Professional Learning Action Plan)



Professional Learning Activities and Timetable



Weekly Professional Learning Targets

(Weekly Professional Learning Record: Meeting)



Weekly Professional Learning: teaching/other activities

(*Lesson Feedback Record and Professional Learning Activities)



Interim profile



Weekly Professional Learning: teaching/other activities*

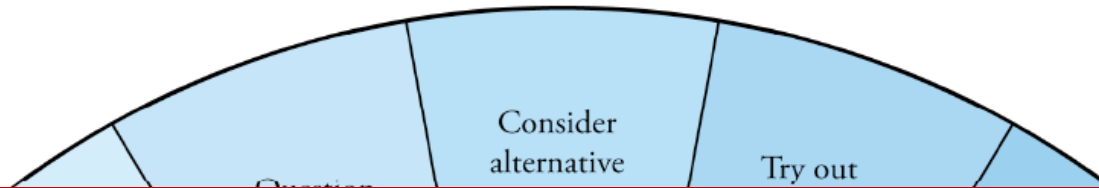


End of Phase Profile

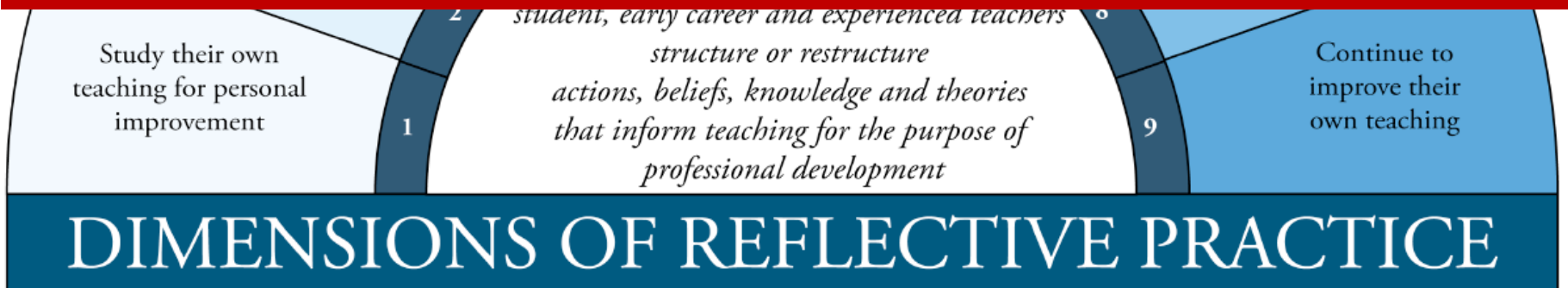
Activity 1 – Using the PLAPs

- Using the example provided, for one standard:
 - How well does the target on the PLAP match up with the Teachers' Standard it is supposed to relate to?
 - Write your suggestion for improving that row of the PLAP on the blank pro forma provided
- Looking at the whole PLAP, how would you support the student in addressing their targets in the first two weeks of DSE? What would be a priority? What professional learning activity/activities would the student undertake?

Dimensions of reflective practice (Zwozdiak-Myers, 2012)



“We see the most productive type of feedback as a conversation that develops between the participants. If mentors are going to develop a trainee teacher’s reflective practice, then the evaluative responsibility must be passed to her/him.” (Wright, 2017)



Post Lesson Conversations

- 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?
- 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?
- 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 do you feel was positive? Strengths related to the Teachers' Standards?
- What would you like to work on? Targets related to the Teachers' Standards?
- 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?

Further guidance on post lesson conversations is in the School Experience Guidance: [Supporting and evidencing Professional Learning](#)

Activity 2: Post-lesson conversations

- Which of these questions have you used?
- How do students respond?
- Which questions have prompted the most reflective responses?
- What other questions have you asked which have elicited a reflective response?

Difficult conversations related to the Support and Intervention process

Examples of concerns

- Interim assessment grades show RI (excluding FSE) and/or I
- WPLRs indicate a lack of progress towards identified targeted TS over a period of time
- If a Student Teacher 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- Poor attendance or punctuality
- Inability to follow correct procedures and policies (e.g. appropriate dress code)
- Lack of self-awareness,
- Inability or unwillingness to accept professional feedback
- Inability to develop and maintain effective relationships with all staff

Activity 3:

- How and where can we record these concerns to ensure we follow the S&I process?
- Examples of support measures put in place to help students make progress.

Thank you for your ongoing support!