**Brunel University London
Initial Teacher Education Partnership**

Mentor and PCM Development Session 1

2017-2018

Foundation Phase

My professional learning was central at both placement schools and at university. My individual needs were supported and measures put in place to ensure progression

My training within school was outstanding

Tutors have supported me throughout this course and their help, expertise and support I cannot appreciate enough. They constantly support my individual needs which has resulted in me making progress and becoming a better teacher.

Pupil progress has been reiterated and fundamental to university, lecturers, and mentors.

When points have been raised the teaching staff have been proactive in responding to student feedback.

Mentors have consistently supported me through target setting and action planning to meet the Teachers' Standards.

Link tutor and subject support and feedback was outstanding and gave me opportunities to improve through target setting.

Weekly professional meetings were fundamental to my development and weekly targets were set and action plans set to support me in progressing towards the target. This time was also used to develop subject knowledge and support lesson planning.

I would also say the Teachers as Writers group was fantastic for meeting the purpose of the group, and also providing dialogue away from the busyness of routine (Saturday meetings) and in a relaxed atmosphere -we found this therapeutic

My personal tutor has consistently replied to all queries and taken the time to listen to my problems as well as provide me with minutes for each discussion. Extremely efficient.

My placements were at two different settings and challenged me in different ways. The University also arranged other schools to visit to enhance subject knowledge. Also enhancement activities organised to visit Pupil Referral Unit.

By the end of the session we hope you will understand:

- the structure of the PGCE at Brunel

- the partnership documentation which is to be used to support the professional learning of our student teachers

- the importance of considering the impact of student teachers' teaching on pupil progress

- your role as a Mentor

Mentor Development Session 2 in week beginning 6th November 2017

Brunel University London Teacher Education Partnership Mission and Vision Statements

Our mission is:

> To provide opportunities to create knowledge and advance understanding in relation to the education of all teachers on a continuum of professional education.

> To inspire all teachers with the confidence to integrate their own learning for the benefit of the education system and school improvement

> To impact positively on individual pupils' learning, progress and well-being through the tools of reflection and criticality.

Our vision is:

> To be at the centre of a world-class, creative and innovative teacher education community of outstanding professional practice.

> To be at the centre of such a community which inspires all teachers to work, think and learn together to meet the challenges of education in the future at a local, regional, national and international level.

Things to celebrate and innovations and developments in our provision

- Impact on pupil progress over time now established at the heart of our provision

- 97% of successful students graded as good or outstanding by the end of our courses last year.

- 96% or Primary and 100% of secondary students rated the support to meet the Teachers' Standards as good or outstanding and high % of student satisfaction in all aspects of provision

- In year progress from phase to phase made by all students is excellent

- Established continuum of teacher education: ITE, NQT, MAT and MAEd, EdDoc, PhD

- Successful alternative setting placements in special schools, Pupil Referral Units, Young Offenders Institutes and University Teaching Colleges

- Enhanced NQT support provision

- Effective communication with employing schools, including updated references, transition action plans and gathering information back from induction tutors to further enhance provision

Course structure

Three phases:

Phase	When
Foundation phase (FSE)	Autumn term
Development phase (DSE)	Spring term
Consolidation phase (CSE)	Summer term

PGCE Course Structure involves during each phase:

- General Professional Education (GPE)

- Core and non-core subject studies

- Curriculum Enhancement (CE)

- School Experience (including opportunities in alternative settings)

- Professional Learning Activities (PLAs)

- Enrichment activities

- Transition activities (eg. visits to Early Years, Secondary School)

Autumn term structure

			CORE/SD IND	CORE IND	CORE IND	HOAC/IND	HOAC/IND	
18.09.17	to	22.09.17						
25.09.17	to	29.09.17	SS	SS	GPE/UNI BASED PROF LEARNING/SS	SS	CE/GPE DAY	
02.10.17	to	06.10.17	SS	SS	GPE/UNI BASED PROF LEARNING/SS	SS	CE/GPE DAY	
09.10.17	to	13.10.17	SS	SS	GPE/UNI BASED PROF LEARNING/SS	SS	CE/GPE DAY	
16.10.17	to	20.10.17			GPE/UNI BASED PROF LEARNING/SS			
23.10.17	to	27.10.17	Half term week		GPE/UNI BASED PROF LEARNING/SS			
30.10.17	to	03.11.17	Assessment 1		GPE/UNI BASED PROF LEARNING/SS			
06.11.17	to	10.11.17			GPE/UNI BASED PROF LEARNING/SS			
13.11.17	to	17.11.17			GPE/UNI BASED PROF LEARNING/SS			School A
20.11.17	to	24.11.17	FSE IP WEEK		GPE/UNI BASED PROF LEARNING/SS			
27.11.17	to	01.12.17						
04.12.17	to	08.12.17						
11.12.17	to	15.12.17					WINTER GRADUATION	
18.12.17	to	22.12.17	FSE EP WEEK					

PGCE Assignments

Three PGCE assessments:

Module title	Credit rating	Mode of assessment	Date of assessment
Education Studies I	0 credit rating (must pass at C- and cannot achieve PGCE without passing this)	2000 coursework assignment with portfolio of evidence	Monday 30th October, 2017
Education Studies II	30 credits	Poster presentations	Week beginning Monday, 8th January 2018 (see calendar for phase and subject specific dates)
Education Studies	30 credits	Presentation	Monday 20th April 2018 for Primary

Individual Needs Assignment (INA)

(Practical aspects will be worked on in school during FSE)

Teachers' Standards Assessment

➢ The [Teachers' Standards](#) (TS) (DfE, 2012) inform all aspects of planning, teaching and assessment on the course in the journey towards being recommended for QTS. Graded formative and summatively in each TS at the interim and end of each course phase.

➢ Formative assessment through professional learning and assessment documents e.g. Grade Descriptors, Interim Profile (IP), Weekly Professional learning Record, Lesson Feedback Record.

➢ Summative assessment through End of Phase profile.

> Grading:

- • 1- Outstanding

- • 2 - Good

- • 3 - Requires improvement

- • 4 – Inadequate

Assessment will be addressed in Mentor Development Session 2

Timetable Weighting: Foundation Phase (FSE)

All Student Teachers require support in the early phases, so flexibility is often required. However as a guideline, please see the table below.

Timetables must include a Weekly Professional Learning Meeting between the Student Teacher and Mentor from Week 1.

Weeks in FSE	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (for example, PLAs, assessment, small groups, individuals)	% on preparation
1 - 2	0 (max. 25%, if appropriate)	75	25
3 - 4	25	50	25
5 - 10	50	25	25

Formal lesson observations from Week 2 onwards (minimum one per week)

The Professional Learning Process

Identified Professional Learning Needs

(Foundation Initial Needs Analysis or Development/Consolidation Action Plan)

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Professional Learning Activities and Timetable

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Weekly Professional Learning Targets

(Weekly Professional Learning Record Meeting

Including discussion of, and targets relating to, impact on pupil progress)

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Weekly Professional Learning: teaching/other activities

(*Lesson Feedback Record and Professional Learning Activities Records showing impact of the targets on pupil attainment)

↓

Interim profile

↓

Weekly Professional Learning: teaching/other activities*

↓

End of Phase Profile

Planning Professional Learning Needs

The following documents provide key information which identifies professional learning needs at the start of the three phases of the course.

➢ **The Initial Profile**

Foundation phase background information including details about pre-course school and other experiences (on Pebble-pad)

➢ **At start of placement: Foundation Phase Initial Needs Analysis**

➢ **At end of placement: Development Phase Action Plan**

Informs the student teacher's learning priorities for the phase. This is completed following discussions with the university tutor and school mentor.

Effective target setting

➢ Students, PCMs, mentors and departmental colleagues understanding and using the Profile level descriptions effectively and consistently

➢ Aspirations for all student teachers to meet the outstanding level descriptions for the Teachers' Standards

➢ Designing professional learning experiences and using Professional Learning Activities (PLAs) that support student teachers meeting these aspirations

➢ Effective feedback – verbal and written

➢ Effective target setting – SMART and supports student teachers in meeting the high level descriptions

➢ A continuous process of professional learning

Impact of Teaching on Pupil Progress

There has been a significant emphasis on 'pupil progress over time' in the Ofsted framework for school inspection (Ofsted, 2014) and 'pupil progress' in the Teachers' Standards (DFE, 2013)

Specific Teachers' Standards:
- TS2. Promote good progress and outcomes by pupils;
- TS5. Adapt teaching to respond to the strengths and needs of all pupils;
- TS6. Make accurate and productive use of assessment i.e. make use of formative and summative assessment to secure pupils' progress and use relevant data to monitor progress, set targets, and plan subsequent lessons.

Mapping Impact of Teaching on Pupil Progress

Pupil progress judgement recorded on the Lesson Feedback Record (LFR) (Good Pupil Progress, Expected Pupil Progress, Some Pupil Progress) along with qualitative comments. Comment from observing teacher on how lesson planning has responded to the assessment of pupils' prior learning on the back page of the last lesson plan.

Pupil progress judgements from lessons are recorded on the Weekly Professional Learning Record (WPLR), discussed in the meeting with reference to the LFRs, and a summary judgement is recorded for pupil progress for the week. The WPLR includes a final summary of activities engaged in by the mentor to support the student teacher's professional learning, including reference to PLAs that they worked on with the student teacher.

Pupil progress over time is discussed at the interim and end of phases in relation to the evidence from LFRs and WPLRs and a summary judgement is recorded on the Profile.

Lesson Feedback Record (LFR)

- Number of Lesson Feedback Records required:

  - Foundation phase: 1 x LFRs per week from teaching week 2

  - Provided for the observer by student for targeted lessons: blank LFR; copy of lesson plan; Teachers' Standards laminate; other info i.e. seating plan, resources etc.

- Completed LFR accompanied by annotations on the student's actual lesson plan. (Annotate lesson plans plus informal feedback for lessons without LFRs).

- Weekly TS targets included by student in advance on LFR.

- Lesson specific TS targets drawn from last LFR and again included in advance on LFR.

- Observing teacher required to comment on how lesson planning has responded to the assessment of pupils' prior learning on the back page of the last lesson plan.

- Comments on pupil progress should be used to support the grading of pupil progress recorded in the tick box on the LFR.

- Strengths and targets using TS and TS evidence outside of these targets too.

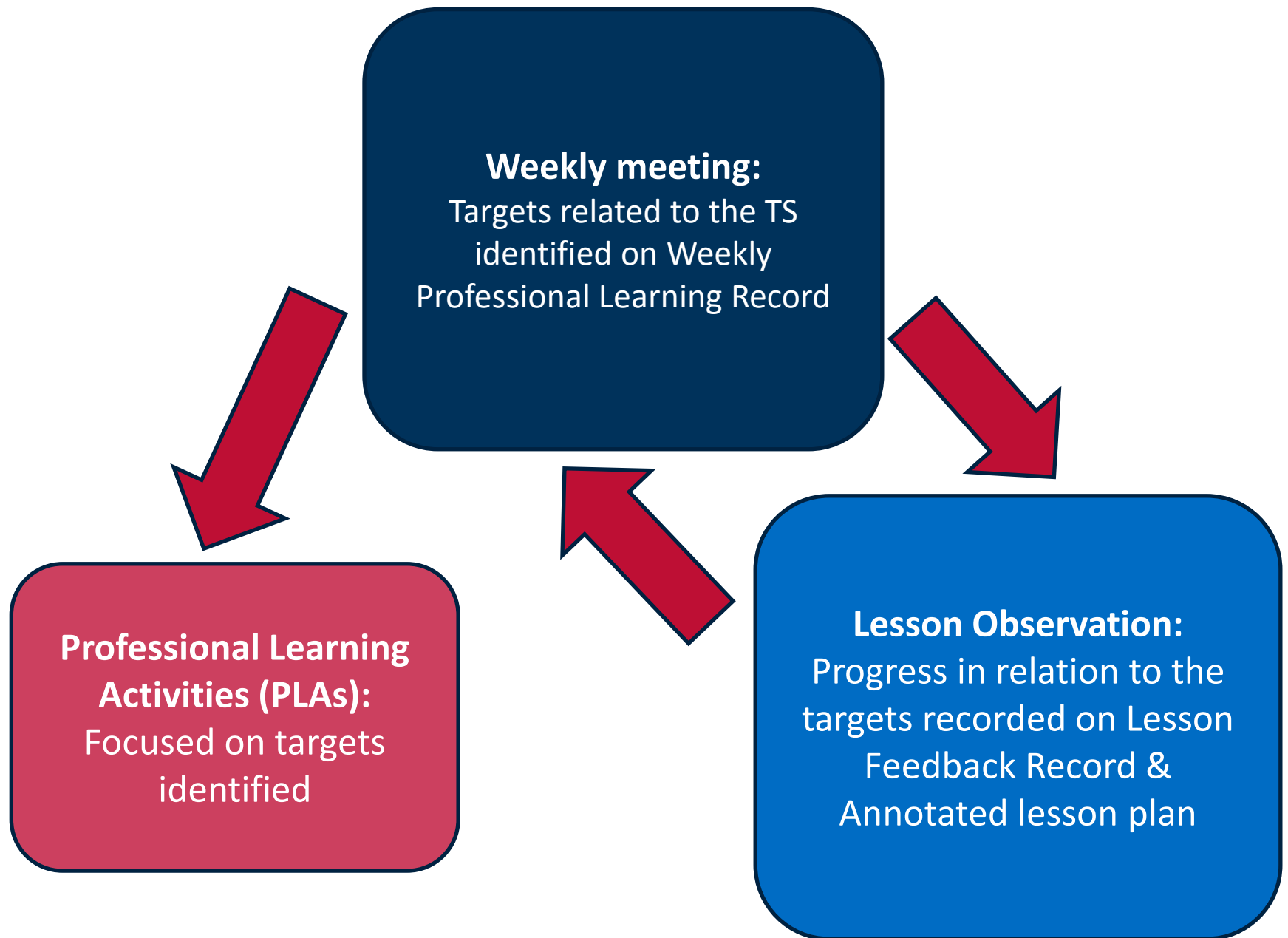- Descriptors which set aspirations for high quality lessons mapped to TS.

Weekly Professional Learning Record (WPLR)

In preparation for the weekly timetabled meeting:

➢ The Student Teacher reflects on the week's professional learning and collates evidence in relation to targets that were set for the week;

➢ This collation includes: data on pupil progress judgments for lesson feedback record (LFRs), focused observations conducted by the Student Teacher; Professional Learning Activities (PLAs) undertaken; any other professional learning experiences;

➢ The reflective process in the meeting includes considering targets met as a result of this body of evidence and possible targets for the following week;

➢ The Student Teacher completes most sections of the WPLR in advance of the meeting (in draft);

➢ The WPLR includes a final summary of activities engaged in by the mentor to support the student teacher's professional learning, including reference to PLAs that they worked on with the student teacher:

➢ Some of the targets established in this meeting will feed into the LFRs for the following week;

➢ Some will inform focused observations activities, PLAs and wider professional learning experiences for the following week.

Professional Learning Activities (PLAs)

➢ Opportunities for school-based and/or school-related tasks to support student teachers in meeting the TS

➢ Cross referenced to General Professional Education (GPE) sessions

➢ Meeting student teacher's individual learning needs

➢ Some link to assignment

➢ Cross referenced to Teachers' Standards – evidence of learning

➢ Facilitate learning outside of class teaching

➢ Mentor needs to engage with and facilitate the completion of these and then discuss them within the weekly professional learning meeting.

Weekly meeting:
Targets related to the TS identified on Weekly Professional Learning Record

Professional Learning Activities (PLAs):
Focused on targets identified

Lesson Observation:
Progress in relation to the targets recorded on Lesson Feedback Record & Annotated lesson plan

Support and Intervention
(Formerly 'cause for concern')

Additional support and intervention will be required when:

| Area of concern	Examples
Part One: Teaching A Student Teacher does not make the expected progress; A Student Teacher struggles professionally or personally to meet the Teachers' Standards	• Interim and end of phase assessment grades show RI 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; • The student teacher has not received the necessary support to meet the TS from the placement school, at which point the partnership will intervene.
Part Two: Personal and professional conduct A Student Teacher fails to demonstrate high standards of personal and professional conduct	Applicable to both University and School • Poor attendance and punctuality • Inability to follow correct procedures • Innapropriate Dress code • Lack of self-critical awareness, • Inability or unwillingness to accept professional criticism • Unable to develop effective relationships with staff The Student Teacher is considered to be behaving in a way which is professionally unacceptable.

Support and Intervention

Step 1:

• At the earliest opportunity, the mentor discusses the concerns with the Student Teacher. The mentor should ensure that he/she listens respectfully to the Student Teacher to gain a full understanding of his/her perceptions.
• Link tutor informed which potentially triggers an additional visit.
• At the weekly professional learning meeting: review and agree targets which are focused explicitly on areas for improvement, with a timescale of normally two weeks to the review point, and agree actions and success criteria. Record this in Section 2 of the WPLR
• There should be a maximum of three targets.
• The Student Teacher is informed of the support and intervention and the issues that must be addressed.
• The concerns, targets and actions for the Student Teacher, mentor and subject/link tutor are recorded.
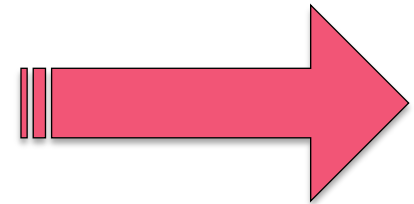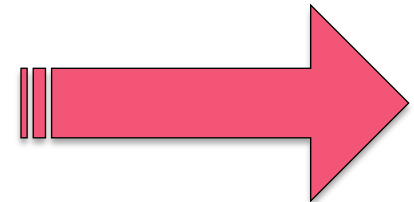
Support and Intervention

Step 2:

• Mentors (and Link tutors as appropriate) review targets using the full range of evidence
• If sufficient progress has been made by the Student Teacher, normal training routines continue.
• If insufficient progress has been made, proceed to Step 3.
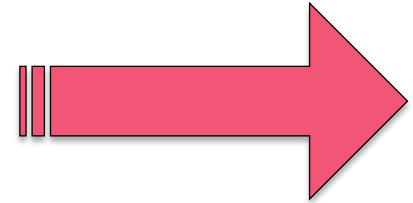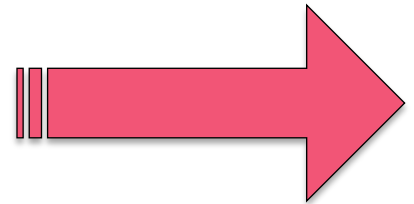
Suport and Intervention

Step 3:

• PCM, course leaders informed.
• Joint observation and review meeting with the mentor and subject/link tutor.
• Subject/link tutor moderates the evidence with the mentor to confirm whether there is a need for on-going support and intervention. If so, a formal meeting with the subject/link tutor, mentor and Student Teacher takes place to agree the this and set revised targets.
• A period of normally two to four weeks is set for the Student Teacher to focus on the new targets.
• Explicit actions for the Student Teacher, mentor and subject/link tutor are agreed as part of the action plan.
• All observations and meetings should focus on the targets.
• Subject/link tutor provides a copy of the targets and related action plan which is centrally logged with the University and school.

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Support and Intervention

Step 4:

• Formal review of targets, using the full range of evidence, by the Student Teacher, mentor and link tutor.

• There are three possible outcomes from the formal review:

i). if sufficient progress has been made, the intervention ends and the normal training routines continue;

ii). if limited progress has been made, the subject/link tutor, mentor and Student Teacher review the issues, revise the targets and the support and intervention is extended; extension may only happen once unless there are exceptional circumstances agreed by the Director of ITE. Further review through an observation is arranged following the agreed extension period.

iii). if all of the targets have not been met and progress has not been made, the Student Teacher fails the placement. Proceed to Step 5.

Support and Intervention
Step 5:

• The placement is terminated immediately following University protocols for an unsuccessful assessment.

• The Student Teacher meets with his/her tutor(s) and the appropriate record is completed.

• The Student Teacher is informed of the capacity of the Exam Board to decide to award the right of a re-sit if it is judged to be appropriate.

• A formal letter is sent to the Student Teacher with a copy to the subject/link tutor .

• A de-brief meeting takes place with the relevant school personnel, leading to a report of arising issues and actions.

- The Student Teacher has the right to request consideration for a re-sit

- An exit interview record is completed if the Student Teacher declines the right of appeal (resit).
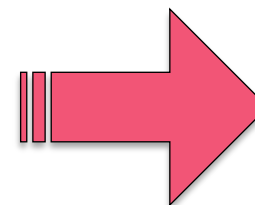
Step 6:

• The final decision is confirmed by the recommending board.

Support, Intervention and Target Setting

If a S&I process has been initiated it must be recorded on the WPLR and the Profile and its outcome noted. It is important that if you have been through a support and intervention process and this has been successfully resolved, that you begin the next step of your training as a "fresh start".

Targets

- Targets for improvement must be explicitly linked to areas of concern in the trainee's teaching which prevent the pupils from making the expected progress, and be referenced to the Teachers' Standards and grade descriptors.

- Targets will require agreed actions for both the trainee and all those working with him/her in the training programme.

- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear alignment between the identified issues, the grades given and the targets set.

Support, Intervention and Target setting

The kinds of actions which may be appropriate include:

- Directing the Student Teacher to specified Professional Learning Activities

- Ensuring the Student Teacher receives consistent guidance about action to be taken - weaker Students Teachers often have difficulty in choosing the best approaches from a number of options suggested

- Ensuring the teaching load is appropriate for the current situation

- Ensuring classes being taught are appropriate for the current situation

- Arranging for the Student Teacher to work alongside an experienced teacher in a support role - for example, leading specific sessions of the lesson in order to allow them to work to their strengths and hence develop successful practice

- Arranging for the Student Teacher to work with a teacher to provide support for specific pupils who will benefit from additional support or extension activities

- Providing extra support in developing the Student Teacher's subject knowledge

- Arranging for additional, focused observation perhaps outside as well as inside the department in order to develop the Student Teacher's understanding of good teaching in practice

- Setting clear and unambiguous short-term achievable targets

- Improve attendance and punctuality at University and/or school

- Develop an ability to reflect and accept professional criticism in a constructive manner

- Develop and maintain collegial relationships with staff at University and in school.

Support and Intervention

Part B: Support and Intervention Action Plan   (for use at Stage 3)
To commence: w/b

Target/s and Teacher Standard(s)	Action	Support available	Review date	Success criteria	Outcome at review (Is target met, partially met, not met?)

Pebblepad support resources

Link to Pebblepad: http://www.pebblepad.co.uk/brunel/

Guidance Screencast: http://screencast-o-matic.com/u/nucL/pebblepad-for-mentors
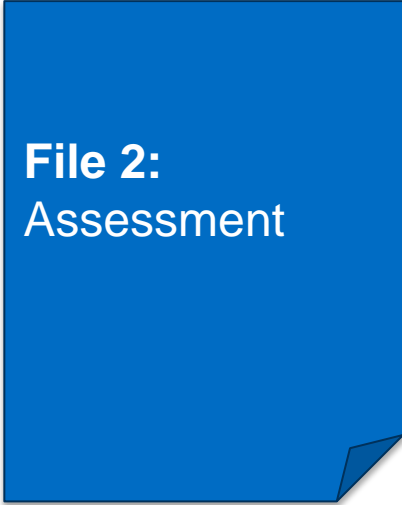
Email (to report problems if they arise): ltt@brunel.ac.uk
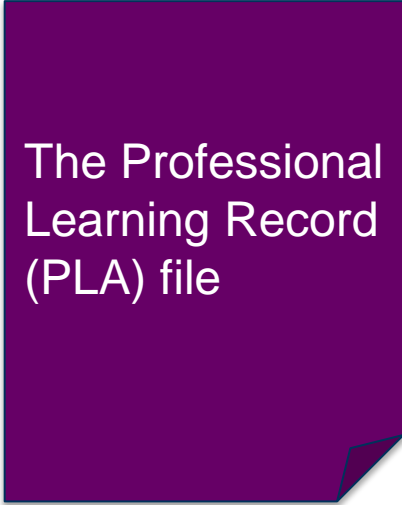
School Experience Files

File 1:
Planning

File 2:
Assessment

The Professional Learning Record (PLA) file

Expectations and building 'successful' relationships

Framed by:

- Feedback from our student teachers

- Feedback from Cluster Leaders and Link Tutors

- Analysis of data

- Reviewing documentation

- Feedback - Stage 1 OfSTED Inspection

New Standards for Mentors

Standard 1 - Personal qualities

- **Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training**

Standard 2 – Teaching

- **Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs**

Standard 3 – Professionalism

- **Set high expectations and induct the trainee to understand their role and responsibilities as a teacher**

Standard 4 – Self-development and working in partnership

- **Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.**

The Mentor's role

- Construction of timetable

- Collaborative engagement with selected PLAs

- Weekly professional learning meetings (one per week) and completion of relevant section of WPLR

- Lesson observations (LFRs and annotated lesson plans)

- Post lesson conversations (see prompts on next slide)

- Appropriate setting of targets

- Interim and end of phase assessments

- Engagement with the school experience file and Pebblepad to check progress towards the TS.

- Joint observation (with link tutor) and feedback to student

- Monitoring student teacher's planning; the impact on and recording of pupil progress

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

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

What were the key areas of subject knowledge required for this lesson? What are the possible/common misconceptions?

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

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?

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

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?

What would you like to work on? Targets related to the Teachers' Standards?

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?

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

Group Activity

In small groups, discuss 3 key areas for each person: (PCM, mentor, TA, student teacher) For example:

Student Teacher:

• Expectations are clearly established from day 1

TA:

• Understands their role in relation to student

Link Tutor Visits

- One phone-call/e-mail
- One visit

Purpose

- Monitor and quality assure provision in school and support mentoring process;
- Monitor students' progress;
- Offer support.

Guidance on Link Tutor visits

Initial contact to take place between: 16th Oct – 3rd Nov (Week 1-3)
Agenda:
•	Introduce yourself to student teacher, mentor and possibly PCM (Professional Co-ordinating Mentor- the person in school with responsibility for ITE).
•	Check with all parties that there are no problems and that all roles are clear.

Visit

To take place between: 27th November – 8th December (Week 7-8)
Agenda:
•	Follow the procedures for the FSE visits detailed on the Link Tutor Quality Assurance Checklist
•	Complete & copy the Link Tutor Quality Assurance Checklist
•	Review draft Interim profile summary sheet (prepared by student teacher and Mentor) and discuss the evidence
•	Post-visit: Forward a copy of this checklist, the Lesson Feedback Record and Annotated Lesson plan to the University

Guidance on lines of communication

- *If issues in relation to Student Teacher's progress against the Teachers' Standards arise:*

1. Mentor
2. Member of staff in charge of ITE in the school (if there is one)
3. Link Tutor

- *If Issues in relation to Student Teacher's academic progress and health and well-being arise:*

1. Personal Tutor
2. Partnership Manager

Link to ITE Partnership Website:

http://www.brunel.ac.uk/cbass/education/initial-teacher-education-partnership

Link to Brunel ITE Key Documents:

http://www.brunel.ac.uk/cbass/education/initial-teacher-education-partnership/key-documents

Partnership Development Unit Manager: Jan Jones

Email: Janine.Jones@brunel.ac.uk

Tel: 01895 266092