



Brunel
University
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Department of Education

**PGCE PCM, Mentor and Link Tutor
Development Session**

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1st February 2018

Intentions for the session:

- To clarify the process of monitoring student progress and the supporting documentation.
- To understand the roles of the Professional Coordinating Mentor (PCM), Mentor and Link Tutor in relation to monitoring.
- To consider the target setting process and how this impacts on student teacher development

Initial Teacher Education Partnership Website

The website contains guidance on all aspects of provision:

<http://www.brunel.ac.uk/education/initial-teacher-education>

PGCE Primary:

<http://www.brunel.ac.uk/education/initial-teacher-education/primary-school-experience-guidance>

PGCE Secondary:

<http://www.brunel.ac.uk/education/initial-teacher-education/secondary-school-experience-guidance>

Roles and responsibilities

Here you will find out about the expectations for student teachers, mentors, PCMs, link tutors working in partnership with Brunel University London



Professional learning



Contact us

If you need additional information or have any questions, contact our friendly team



Overview of Brunel University London Teacher Education Partnership



Assessment

PGCE students are assessed against the Teachers' Standards at key points during their school placements. Here you will find guidance and documents in relation to assessment



Placement organisation and information

This section provides all the information and documentation required for the organisation of school experience, including the structure of the timetable



The Professional Learning Process

Course Preparation



Foundation Phase



Development Phase



Consolidation Phase



First Post/Induction

Expectations for Development Phase (DSE)

- All Student Teachers will meet the minimum level of practice expected.
- Some Student Teachers will require improvement and will require intensive and targeted advice and support to move their teaching to good and outstanding, as their teaching is not yet good.
- A number of Students Teachers' teaching will be judged over time as good and they will need targeted advice and support to ensure greater consistency and to move their teaching to outstanding.
- A small number of Student Teachers' teaching will be judged over time as outstanding and never less than consistently good; they will have targeted advice and support to ensure that they maintain this consistency and continue to develop their teaching.
- If a Student Teacher has made unsatisfactory progress in one or more of the Teachers' Standards, his/her progress to the next phase of the course will be reviewed at examination board on an individual basis.

Expectations for Consolidation Phase (CSE)

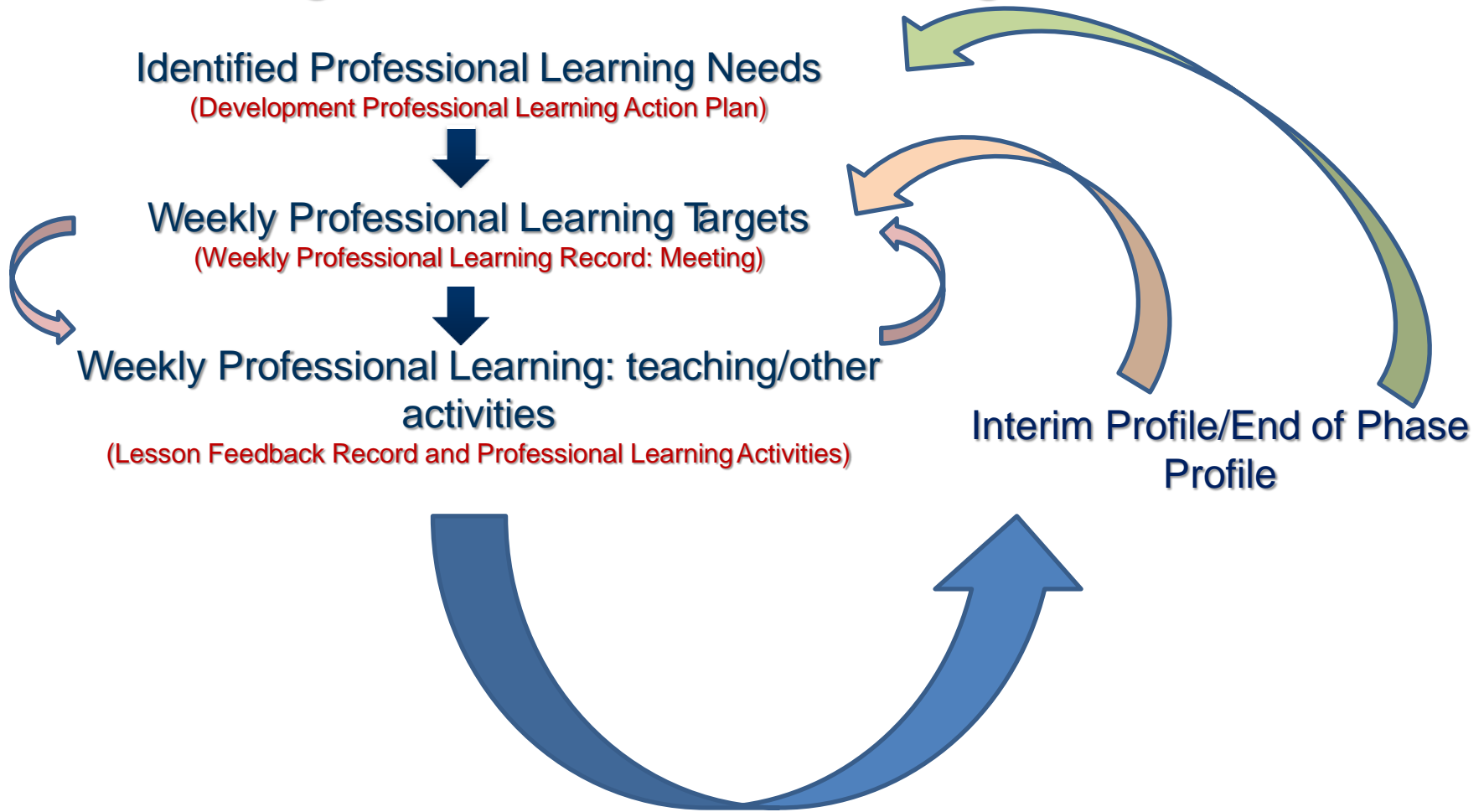
- All Student Teachers will meet the minimum level of practice expected.
- No Student Teachers should require improvement. In the exception, intensive and targeted advice and support will be provided to move their teaching to good; extending the placement and into the NQT year and employing school as required
- For some – over time much of their teaching will be good they will have agreed targets to take in to their NQT year and employing school to meet outstanding.
- The majority of Student Teachers' teaching will be judged as outstanding; they will have agreed targets advice to ensure that they maintain this consistency and continue to develop their teaching to take into their employing school.
- If a Student Teacher has made unsatisfactory progress in one or more of the Teachers' Standards, his/her progress to the next phase of the course will be reviewed at examination board on an individual basis.

Monitoring Overview: Assessment Points

| Assessment Point | Phase | Core Student Date |
|--------------------|-----------------------------|------------------------------------|
| Assessment point 3 | Development: interim | w/b 26 th February 2018 |
| Assessment point 4 | Development: end of phase | w/b 26 th March 2018 |
| Assessment point 5 | Consolidation: interim | w/b 7 th May 2018 |
| Assessment point 6 | Consolidation: end of phase | w/b 11 th June 2018 |

Interim CSE is earlier for students on Alternative Settings: w/b 23rd April 2018.

Monitoring the Professional Learning Process



The Support and Intervention process can fit alongside and inform any stage in the above process.

Mapping and Tracking Impact of Teaching on Pupil Progress

Pupil progress recorded on the Lesson Feedback Record (LFR) with qualitative comments



Pupil progress comments from LFRs are recorded on the Weekly Professional Learning Record (WPLR) and discussed and summary comments are recorded for pupil progress for the week.



Pupil progress over time is discussed at the interim and end of phases in relation to the evidence from LFRs and WPLRs and recorded in relation to appropriate Teachers' Standards.

Monitored by mentor, PCM, link tutor

Monitoring across the partnership – who is involved?

School:

- Professional Coordinating Mentor
- Mentor
- Class teacher

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- Link Tutor

Support and Intervention

- Personal/subject Tutor
- Programme Leader
- Mentor/PCM



Layering targets

- Short term targets from lessons (detailed on the Lesson Feedback Record (LFR))
- Slightly longer term targets from weekly meetings (detailed on the Weekly Professional Learning Record (WPLR))
- Assessment point targets (detailed at the interim and end phases on the Profile document)
- NQT targets (detailed on the Transition Profile document) – end of the course

SMART targets

S
M
A
R
T

specific, significant, stretching

measurable, meaningful, motivational

agreed upon, attainable, achievable, acceptable, action-oriented

realistic, relevant, reasonable, rewarding, results-oriented

time-based, time-bound, timely, tangible, trackable

Activity: Effective target setting

- **Consider the LFRs and WPLR examples.**
- **Based on the feedback from the LFRs, devise SMART targets for the student teacher to focus on in the following week**
- **Insert these targets into the WPLR – they should be focused around the Teacher's Standards**

Monitoring: The PCM's Role

- Monitor and intervene to ensure high quality verbal and written feedback and target setting using all Partnership documents.
- Moderate judgement of Mentors on progress and attainment of Student Teachers across all subject areas.
- Monitor and sign off of Interim and End of Phase Profile documents.
- Involvement in supporting the Support and Intervention process.

Monitoring: The Mentor's Role

- Weekly professional learning meetings (one per week) and completion of relevant sections of WPLR
 - Engagement with the school experience file to check progress towards the TS.
 - Monitoring student teacher's planning; the impact on and recording of pupil progress.
- Lesson observations (LFRs and annotated lesson plans).
- Collaboration in facilitating and engaging in Professional Learning Activities (PLAs).
- Appropriate setting of targets.
- Completing Interim and end of phase assessments
- Support other staff working in the department working with and observing the Student Teacher and monitor the quality of feedback from them (Secondary only).
- Ensure Support and Intervention process are followed appropriately.

Monitoring: The Link Tutor's Role

The Link Tutor's role in the Partnership is to:

- Quality assure professional learning provision and processes at their allocated Partnership Schools, monitor Student Teacher progress against the Teachers' Standards (DfE, 2013);
- Moderate the assessment of Student Teachers against these Standards within the school;
- Report back on progress to the PGCE Course Leaders having checked specified evidence and moderated grading on the interim and end of phase Profiles
- Joint observation (with link tutor) and feedback to student.
- Support schools.

Activity: Monitoring the school experience files

This is a box to be completed on the WPLR:

‘Comment on this week’s evidence presented in the school experience files (eg organisation, presentation, evaluations, compliance with guidance, strength of evidence of meeting the TS)’

Consider the school experience file(s):

- Are they organised according to the sections in the guidance?
- Are they clearly signposted for external readers (dividers/sub-dividers)?
- Are they well presented?
- Can you comment on how effectively the evidence in the files demonstrates meeting the TS?

Activity: Target setting from Case studies



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Further Support Material

Support and Intervention (Formerly 'cause for concern')

Additional support and intervention will be required when:

| Area of Concern | Examples |
|---|--|
| <p>Part One: Teaching</p> <p>A Student Teacher does not make the expected progress; A Student Teacher struggles professionally or personally to meet the Teachers' Standards</p> | <ul style="list-style-type: none">• 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. |
| <p>Part Two: Personal and professional conduct</p> <p>A Student Teacher fails to demonstrate high standards of personal and professional conduct</p> | <ul style="list-style-type: none">• Applicable to both University and School• Poor attendance and punctuality• Inability to follow correct procedures• Inappropriate 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. |

Key Contacts

| Name and Role | Email |
|--|--|
| Sunita Babbar: Director of Initial Teacher Education, PGCE Mathematics Coordinator | sunita.babbar@brunel.ac.uk |
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Programme Contacts

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| Liz Harris PGCE Physical Education Coordinator | elizabeth.harris@brunel.ac.uk |
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Grading Rationale

| Outstanding (O) | Good (G) | Requires Improvement (RI) | Inadequate (I) |
|---|---|---|---|
| <ul style="list-style-type: none"> • Demonstrates excellent practice in the majority of the TS and all related to their personal and professional conduct. • Much of the quality of teaching over time is outstanding and never less than consistently good. • Overall outstanding, minimum 4 Standards graded Outstanding overall, features of outstanding practice in other Standards No grade Requires Improvement (RI) or Inadequate (I) Excellent practice in part two regarding personal and professional conduct. | <ul style="list-style-type: none"> • Exceeds minimum level of practice as defined in the TS. • Demonstrates excellent practice in some of the TS and all related to personal and professional conduct. • Much of the quality of teaching over time is good, some is outstanding. • Overall good much of teaching is good over time, there are features of outstanding practice in some TS • Any RIs would need to have Good features, • No Inadequate for any TS. • Excellent practice in part two re personal and professional conduct. | <ul style="list-style-type: none"> • Meets the minimum level of practice as defined in the TS. Teaching requires improvement as it is not yet good. • Overall RI, mostly RIs and no Is • Student Teacher can be judged above minimum if they have evidenced features of good practice in aspects of TS and no Is • May be identified as a Cause for Concern BUT this is subject to expectations for progress and attainment detailed in handbook for each phase of the course and determined on individualized basis. | <ul style="list-style-type: none"> • Failed to meet the minimum level of practice as defined in the TS. • Quality of teaching over time is weak such that it contributes to pupils/ learners or groups of pupils/learners making inadequate progress. |

Initial Teacher Education Lesson Feedback Record

Part A To be completed by the Student Teacher before the lesson:



Documents to be provided in advance of the lesson by the Student Teacher:

Lesson plan (to be annotated on by observer)

☐

Resources (as appropriate)

☐

Information on pupil groups (SEND; EAL; able; FSM/PP)

☐

Seating plan (as appropriate)

☐

Annotated version of previous lesson plan and evaluation (as appropriate)

☐

| | | | |
|----------------|--|-----------------------|--|
| Name | | School | |
| Subject area | | Date of feedback | |
| Time of lesson | | Sequence of lesson | |
| Observer | | Key stage/ Year group | |
| Teaching space | | Number of pupils | |

| | | | |
|---|--|---------------------------------|--|
| Teachers' Standards foci (the number to be determined by the individual Student Teacher's learning needs) | | | |
| Targets from Weekly Professional Learning Meeting | | Targets specific to this lesson | |
| TS | | TS | |
| TS | | TS | |
| TS | | TS | |
| TS | | TS | |

Part B To be completed by the observer after the lesson:

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.

Please expand box as necessary

Summary comments on pupil progress and achievement in relation to the intended learning for this lesson and the contribution of teaching to this.

Please expand box as necessary

Strengths (Please use the Teachers' Standards foci identified above to help with the identification of strengths in the lesson. Please note any additional strengths identified in the lesson, as appropriate)

| Teachers' Standards Reference | Strengths |
|--------------------------------|-----------|
| Please expand box as necessary | |

Agreed targets and action to be taken (Please use the Teachers' Standards to help write these targets and actions)

| Teachers' Standards Reference | Targets |
|--------------------------------|---------|
| Please expand box as necessary | |

Weekly Professional Learning Record (WPLR)

Section 1: To be completed by Student Teacher **prior** to weekly meeting with your mentor

| Week beginning: Specific Standards targeted this week (Refer to most recent assessments: Initial Needs Analysis, interim or end of phase profile, or last WPLR) | Reflective comment about progress made in each area | Evidence (i.e. pupil books, school experience files, mentor feedback) |
|---|--|--|
| | | |

Summary of other professional learning this week:

| TS ref | Other professional learning activities (e.g. other lessons observed by student, PLAs, sessions attended, extra-curricular activities, parents' evenings, planning with another teacher or with a classroom assistant, subject knowledge development, etc.): | Location of evidence for these activities |
|--------|--|--|
| | | |

Brief reflections on other progress made this week (include reference to feedback, including oral feedback, LFRs, informal written feedback, annotated lesson plans):

Strengths:

Areas for development:

Summary of Pupil Progress

| Group/Area of Learning | Summary comments on pupil progress this week |
|------------------------|--|
| | |
| | |
| | |
| | |
| | |

Add or delete rows as required

Section 2: To be completed by Mentor **during** the weekly meeting with your student

| Summary of Professional Learning Meeting |
|---|
| Summary of discussion arising from lessons taught over the last week, including reference to developing subject knowledge where appropriate: |
| Summary comments on pupil progress in each of the classes taught (can be from formative or summative assessment evidence): |
| Summary of discussion in preparation for next week's lessons: |
| Summary of other personal or professional issues and reflections which were discussed: |
| Summary of activities facilitated by mentor to support student teacher's professional learning (e.g. PLAs, CPD, meetings, observations of other teachers, collaborative planning, collaborative assessment, subject knowledge development): |
| |

Comment on this week's evidence presented in school experience files (e.g. organisation, presentation, evaluations, compliance with guidance, strength of evidence of meeting teachers' standards)

Strengths:

Areas for development:

Teachers' Standards related targets arising from this week's professional learning (indicate date for follow up if not next week) and strategies (professional learning activities) for achieving them.

| Teachers' Standards Reference | Targets and actions, including reference to developing subject knowledge where appropriate |
|-------------------------------|--|
| | |
| Signed by Student Teacher. | |

| | |
|-------------------|--|
| Signed by Mentor: | |
|-------------------|--|



Thank you for your time and support in enhancing
the professional development of our Student
Teachers.