



**Brunel**  
University  
London

# **Brunel University London Initial Teacher Education Partnership**

## **Placement 1 Experienced Mentors Primary and Secondary**

2023-24

Placement 2 School Experience

# Intentions of this session:



- Share personal experiences of mentoring and consider the Mentor Standards
- Reflecting on Ofsted and exploring possible improvement actions
- Tracking Progress – roles and responsibilities – how have these changed?
- Explore WPLR examples and what mentors can do to help students develop their reflective practice
- Consider the support process

# Mentor Standards

How can teachers effectively  
mentor others?



**National Standards for  
school-based initial  
teacher training (ITT)  
mentors**

July 2016

1. Personal Qualities
2. Teaching
3. Professionalism
4. Self-development and working in partnership

In groups – read and discuss your allocated Standard;  
consider how you/mentors/your school address this.  
Are there any areas that you feel that you need us as a  
university to support further with?

# Ofsted: reflections on inspection, possible implications for schools and improvement plan

20 May 2024

## Good (2)

### Intent: principles informing the ITE curriculum

#### Ambitious

- The ITE curriculum is ambitious in scope and coherent and well sequenced and leads to c and skills.
- In primary and secondary programmes, the defines in detail the minimum entitlement o providers must incorporate – in full - within curriculum covers the full entitlement descri framework, including all 'learn that' and 'lea
- EY, primary and secondary programmes will For FES trainees, the provider should ensure professional formation process that they ma their first year of teaching.

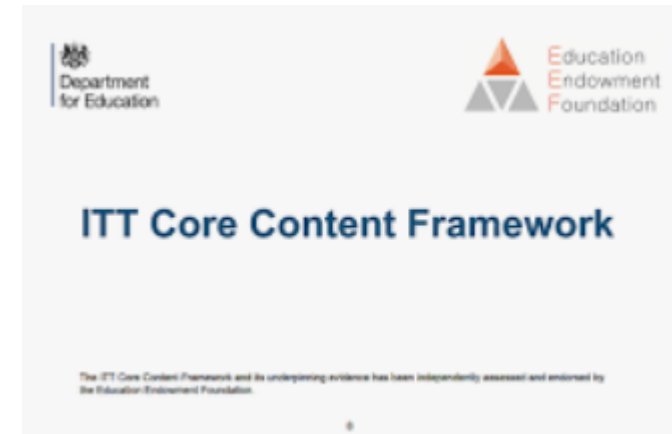
#### Designed around subject and phase

- The course structure is designed around subject- and/or phase-specific dimensions. [\[footnote 13\]](#) The application of any generic principles is taught and practised as and when appropriate.
- In primary phase programmes, training ensures that trainees learn to teach

### Purposefully integrated

- The ITE curriculum is purposefully integrated across its different provider settings.
- Inclusion and teaching pupils with SEND are meaningfully integrated into all aspects of the training programme.

# How student teachers are now assessed through “Tracking Progress” and key elements of the mentoring process – coaching approach – a professional conversation



Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	<ul style="list-style-type: none"> <li>• Describe a lesson where you introduced new knowledge; how did you manage this?</li> <li>• Describe a lesson where you clearly modelled some new learning and then allowed for practice?</li> <li>• Explain how you have planned tasks in a lesson in manageable chunks? What supports have you provided to assist tasks?</li> <li>• How have you developed knowledge over a sequence of lessons?</li> <li>• What opportunities for critical thinking have you included in lessons?</li> <li>• Are there any lessons where you know you will teach it differently next time? Can you explain why and how?</li> <li>• What do you think makes effective homework?</li> <li>• How have you been challenging your more able pupils?</li> <li>• What are some of the strategies you have been using to support some of your pupils with SEN?</li> <li>• Describe your focus pupil; explain how you have helped them and what progress they have made.</li> </ul>
Observes practice and is able to explain the learning of some groups of pupils	
Establishes pupils' current understanding as a starting point for planning	
Plans and delivers well-timed lessons with a clear structure	
Teaches short sequences of lessons to the whole class	
Notes pupils' misconceptions and takes steps to address them	
Develops an understanding of the needs of all pupils including the more able, those with EAL, SEN and disabilities; uses distinctive or adapted teaching approaches to engage and support them	
Supports particular pupils or groups of pupils	
Asks pupils to verbalise their thinking as they work through a task	
Adapts intended planning in a lesson sequence	
Sets homework and plans other out-of-class activities	
Discusses the learning and progress of chosen focus pupil with mentor	
Has observed a short sequence of Phonics lessons	
Has taught a short sequence of Phonics lessons (Key Stage 1 only)	
Observes procedures for working with TAs and has begun to follow them	
Uses content/ material from the sessions on Learning Theories and the assignment for ED5617	
Has reached 60% of teaching time	

# Roles and Responsibilities – mentor/PCM/Link Tutor

College of Business, Arts and Social Sciences

Department of Education  
Initial Teacher Education Partnership

## School Experience Handbook

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# WPLR – what might they look like?

## Primary Student 2: Placement 1

Week beginning 10<sup>th</sup> October;

Professional learning foci for this week (refer to the most recent assessments - i.e. 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)
Curriculum and subject knowledge (TS3)	This is one of my initial needs analysis, and the only 1 out of 3 that I had initially identified that I feel I am not 100% secure in yet. The subject knowledge element is completely fine, however I need to get in better grasps with the year 1 curriculum. But I also understand this comes with time too.	To help me achieve this I will: Carefully review the mid-term and long-term planning Attempt to do observations in year 2/ reception to gain a better understanding of how the subject knowledge differs I can look at pupils books too in year 1 and check if it aligns with my understanding of the curriculum and subject knowledge.

What Professional Learning Activities (PLAs) and taught University-based sessions have you drawn on to support your targets this week?

To include mentor support, subject knowledge development, engagement with other colleagues...

Reflective comment
PLA 8 - Curriculum and National curriculum - This helped me get to grips with the national curriculum and understand what a 'knowledge rich curriculum' is. The articles included helped me to reflect on how the national curriculum promotes knowledge led learning and consider how this can be implemented in my placement.

Week beginning 17<sup>th</sup> October

Professional learning foci for this week (refer to the most recent assessments - i.e. 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)
Plans and delivers well-timed lessons with a	After having completed 1 starter activity, I	Lesson plan of the math starter activity,

**Weekly meeting** – not just to discuss the formal lesson observation – whole week including informal discussions/observations to help you agree on next week's personal foci

**Sequence** – as the WPLRs build, they should progress – however, it is also fine to keep the same foci for a couple of weeks if further refinement/work needed

Please sign off weekly with your “tick” in the box – please note that dates of input are recorded on the profile

# What might cause you to think a student may need support and what can you do if you feel your student is not progressing?



<https://jamboard.google.com/d/1EjweN6MgXT8Xrh-0naPdNcOjKriTazvl5TtAx-UhVXc/edit?usp=sharing>



## Next sessions

Date	Foci
21st November 2023 4-5.30 Online	<ul style="list-style-type: none"><li>• Personal foci and tracking progress review</li><li>• Preparing for Interim Placement formative assessment</li><li>• Mentor feedback - any concerning gaps linked to CCF areas</li></ul>



## Support can be accessed from:



Partnership Office: Sharon Grey For PebblePad questions please contact  
Partnership Office [cbass-po@brunel.ac.uk](mailto:cbass-po@brunel.ac.uk)

Please note – it does take a while to get Ppad logins set up for everyone  
but if problems continue, please do contact Sharon.

Primary Programme Lead: Julie Mansfield [Julie.Mansfield@Brunel.ac.uk](mailto:Julie.Mansfield@Brunel.ac.uk)

Secondary Programme Lead: Ruth Aman [Ruth.Aman@brunel.ac.uk](mailto:Ruth.Aman@brunel.ac.uk)

