Brunel University London
Initial Teacher Education Partnership

Mentor Development Session 2

2023-24

Placement 1 School Experience

Intentions of this session:

- Explore input on Equality, Diversity and Inclusion - the UK Feminista teacher training resources and the anti-racist framework for ITE/T.

- Consider expectations on lesson planning; WPLRs; the role of formal lesson observations and the use of the Lesson Dialogue Record

- Explore what a post-lesson conversation may look like

- Identify processes if student progress not on track

EDI : 13/9 and 18/10 +

The Equality Act 2010 and schools

Departmental advice for school leaders, school staff, governing bodies and local authorities

May 2014

GPE 4
Equality and Diversity 1

<u>Learn that:</u>
1.2 teachers are key role models who can influence the attitudes, values and behaviour of their pupils
1.5 a culture of mutual trust and respect supports effective relationships
1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

<u>Learn how to :</u>
1. Seek opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil; receive clear, consistent and effective mentoring in how to create a culture of respect and trust in the classroom that 10 supports all pupils to succeed (e.g. by modelling the types of courteous behaviour expected of pupils).

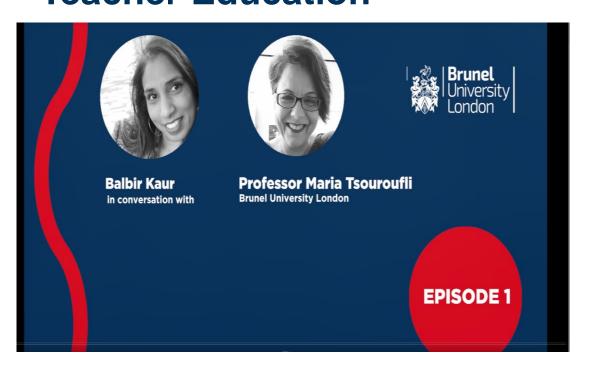| GPE sessions	Links to CCF
GPE 10: Embedding Equality, Difference, and Diversity in the primary curriculum (including Gyspy, Roma and Traveller Community, EAL Part 1) Embedding Equality, Difference, and Diversity in the secondary curriculum (including EAL)	<u>Learn that:</u> 1.2 teachers are key role models who can influence the attitudes, values and behaviour of their pupils 1.5 a culture of mutual trust and respect supports effective relationships 1.6 High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. 5.2 Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching <u>Learn how to improve at:</u> 1. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil. 5. Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum.

https://ukfeminista.org.uk/

https://www.ucet.ac.uk/downloads/14636-Anti-Racism-ITET-framework.pdf

Consider the impact of sexism in schools and society
How and why school communities should work together to tackle sexism
What are sexual harassment, sexist language and gender stereotyping
What are the practical tools for challenging sexual harassment, sexist language and gender stereotyping in the classroom

Podcast series: RE-examining Social Justice perspectives in Teacher Education

Balbir Kaur
in conversation with

Professor Maria Tsouroufli
Brunel University London

EPISODE 1

Podcasts with experts in their field and practice (Organised by Balbir Kaur). Topics include

- Re-examining social justice for teacher education

- Gender and education

- Literature and decoloniality

- Decolonising the curriculum

- Supporting refugee children.

- [A Guide for gender equality in teacher education policy and practices | UNGEI](https://drive.google.com/file/d/1hfp_7vdAecI2DAD25x0xDYzhdkU42jJI/view?usp=sharing)

Podcast on Gender and Education with Maria Tsouroufli based on her research in schools in England.

https://drive.google.com/file/d/1hfp_7vdAecI2DAD25x0xDYzhdkU42jJI/view?usp=sharing

EDI Student Work Placement Policy

Equality, Diversity and Inc...... Student Work Placement Policy

Introduction

Brunel University London is committed ....ing a culture where all students at every stage of their undergraduate and p...... ...ate education can access and take full advantage of a work placement. This ap...... any stage of their study and / or research at the University and to ensuring the...... encounter disadvantage or discrimination based on a social or cultural cha...... ...c as recognised by the University's Equality, Diversity and Inclusion Stra...... ...1 -24. For full details, see https://students.brunel.ac.uk/documents/Policies/e...... ...iversity-and-inclusion-strategy-social-justice-for-all-2021-2024.pdf. In addi...... University is committed to prioritising our students' mental health and wellbein...... our Mental Health and Wellbeing Strategy and expects this to be extended...... ...ork placements. A complete version of the strategy can be found at https://staff.brunel.ac.uk/directorates/hr/your-wellbeing/men...... ...-and-wellbeing.

Scope

Expectations regarding Lesson planning and formal lesson observations – why? For primary – for secondary

| 3 w/b 9/10 | **Student teacher** to complete **first WPLR**; using the initial needs analysis and the Tr... Progress document reflect on experiences during the induction period. Complete the WP... share with mentor. If the mentor has access to PebblePad personal login now, mentor to ... the WPLR by ticking the relevant box. If not, student to share via their login; mentor can ... soon as they have access. |
| 4/5 | **Student** teacher to start teaching a whole class activity which may ... |

| w/b 16/10 Introduction to teaching Formal observation | PART of a lesson (e.g. mental starter, word/ sentence level activity, plenary to a core lesson). |
| | **Mentor and student teacher, from Week 4,** have weekly meeting. Prior to the ... mentor will conduct one informal observation of PART of a lesson. **Student** shou... their section of the **WPLR** on PebblePad so it is ready to share with mentor. **Stud...** **and mentor** complete Weekly Professional Learning Record (WPLR) on PebblePad. |

School Experience Handbook –
Week by Week guide in appendices
and sent as separate document;
lesson planning on page 29

Lesson planning:
Student teachers **should not** be planning any lessons in the first 4 weeks. When they start to plan they must use the Brunel lesson plan proforma for all of the lessons they are to teach.
From Week 4 to 10, it is recommended that students should use the mentor's plans as a scaffold for their own planning; they could start by planning just a starter or plenary
.
From Week 11, students may begin to plan whole lessons independently but initially, it is recommended that they just plan 1 or 2 lessons per week.

Expectations for secondary (from school experience handbook pp25-26)

Placement	Dates	Suggested Activities
Initial Induction and Prep Stage	First four days of placement	Familiarity with policies and procedures in the school: safeguarding. Meetings with PCM and Mentor to discuss Initial Needs Analysis (INA). Discussion of timetable in relation to INA. School-based professional studies programme. Observation of best practice in school. Professional Learning Activities (PLA). Meetings with key people i.e. year leaders, SENCo, LSAs, etc. Focused observation and team teaching for groups on timetable. Possibly some teaching of parts of lessons Individual pupil shadow and pupil mentoring. Gathering information and data on groups and pupils being taught. Discussions with existing teachers for these groups. Timetable of whole class teaching, if appropriate
	w/b 9th October to w/e 20th October	Teaching of some classes and/or parts of lessons, building up to whole class teaching after half term
October half term	23rd to 29th Oct	Planning for lessons
Placement 1 School Placement	30th October to 2nd February	Timetable of whole class teaching as per weightings Professional Learning Activities. Observation of best practice in school. Attachment to form group. Planning and preparing. University sessions and support – GPE days and link tutor visit Negotiated involvement with extra-curricular activities. School-based professional studies programme. Working with other adults: TA/LSA and parents/carers.

Timetable Weighting: Placement 1
The weighting post induction to the end of Placement 1 will be as follows:

Examples of number of lessons per week	Number of lessons taught by main scale teacher per week	Number of lessons per week to be taught by student	Number of lessons per week, students spend on Professional Learning Activities (PLAs)	Total number of lessons per week students should spend on lesson planning and preparation.
20	16	8	4	4
25	20	10	5	5
30	24	12	6	6

Initial Needs Analysis; Weekly Professional Learning Record and Professional Learning Foci

Initial Needs Analysis in preparation for Placement| 1
Name:

Consider where your strengths are in relation to the 5 areas of the Core Content Framework (Behaviour for Learning and High Expectations; Pedagogy; Curriculum and Subject Knowledge; Assessment; Professional Behaviours): identify which areas you feel comfortable with, which are going to need developing (stretch) and which do you think will be most challenging.

Choose three that fit into the 'stretch' or 'challenge' categories and use this to complete the analysis below. These will form your first professional learning foci for the Phase 1. The needs analysis will be the focus of a meeting with your university tutor and school mentor.

Core Content Framework	Current position Reflect on these areas and explain why they are a 'stretch' or a 'challenge'	Strategies and support available
Behaviour for Learning – follow the school's behaviour policy; set lessons at an appropriate level	I feel these are a "stretch" as I have volunteered in one school for 6 months in Year 3. I think it will be important to get to know my placement school's policy and the rules/routines of the class. I have worked as a TA so have not had much experience of setting lessons; this could be a challenge for a whole class.	• Read the behaviour policy in Week 1; look at the school environment and observe how the staff follow the policy in practice • Observe my mentor and reflect on how the whole school policy supports them in promoting the positive environment • Consider any unique approaches to this class • Draw up a seating plan with children's names; ask the mentor for assessment information so I can begin to understand individual needs • Check any particular individual needs/watch for specific approaches for particular children.

Students to complete first WPLR against INA in Week 3; we hope you have logins by then but if not, look on student login with them and sign when you have access

WPLR – what might they look like?

Primary Student 2: Placement 1

Week beginning 10th 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 17th 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

Example from a secondary WPLR

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

Week beginning (please upload your LDR and your mentor's annotated lesson plan)

From: 17-Oct-2022
To: 21-Oct-2022

> This has been partially evidenced and contains **6 linked assets**
> Modified: 21 October 2022 16:56:35

This week's foci:

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)
• Initial Needs Analysis - Behaviour for Learning and High Expectations (stretch - needs developing).	• Observe experienced teachers - outlining behavioural expectations for students. • Understand the school behaviour policy - introduce a system of rewards and sanctions accordingly. • Understand the lesson plan structure to enable consistency and high expectations of my classes and students - positive effect on students pertaining to intended learning outcomes.	• Lesson Dialogue Record. • Mentor's annotated lesson plan. • Lesson evaluation for the class against the intended learning objectives. • Lesson evaluation in relation to current professional learning foci.

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

- Taught University-based sessions - Lecture on creativity in English - considering the ways in which I envision creativity in my classroom.
- To explore the place of creativity in the secondary English classroom.
- Workshop on recreating (adapted from Bleiman and McCallum).
- Multimodal workshop on the poem, *Living Space* by Imtiaz Dharker.
- Share writing and multimodal interpretations with class (engagement with other colleagues).

Reflective comment

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Please upload the 'Support and Intervention' document here if applicable.

> This has not been evidenced

Section 2: Mentor completes this section during or after the meeting, and after consideration of school experience files.

`ASSESSOR FIELD`

Mentor confirms the evidence included above in Section 1, and that the student teacher is making expected progress: if 'yes' mentor and student teacher agree new professional learning foci for the following week.
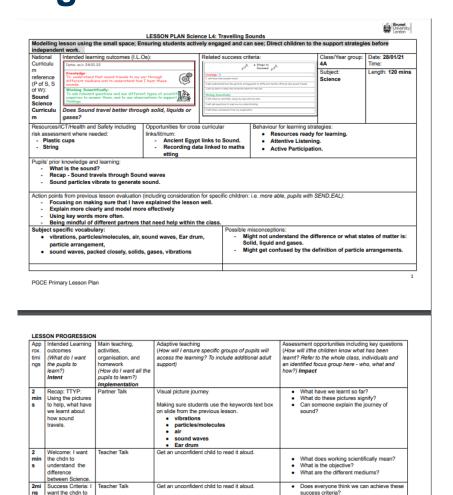
☑ Yes

☐ No

Assessed: 10/11/2022 12:01 by Sahdia Khan

`ASSESSOR FIELD`

If you have ticked 'no', please provide a comment and contact the link tutor immediately. Please also comment here if there are any matters about professional behaviours, including attendance and punctuality. Please refer to the guidance on Support and Intervention as appropriate

Formal observation, annotated lesson plan and Lesson Dialogue Record

Post-lesson dialogue and overview in handbook

Overview of Professional Learning, Monitoring and Assessment
The Brunel University London Teacher Education Partnership has a commitment to ensuring that student teachers meet the Teachers' Standards at the highest level possible by the end of the programme. The following diagram is an 'at a glance' illustration of the professional learning process and how this feeds into the assessment of student teachers.
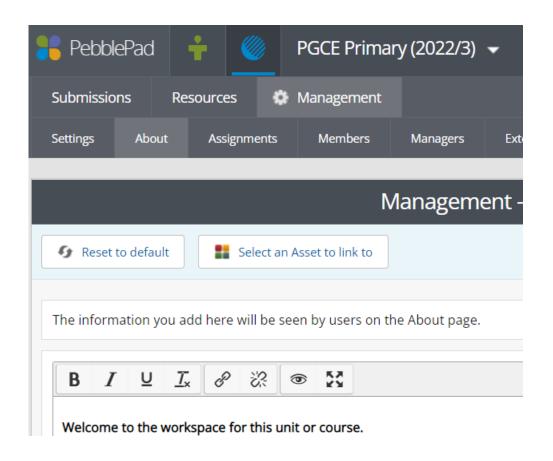
Initial Needs Analysis — The Initial Needs Analysis integrates professional learning foci and strategies, which are cross referenced to the 5 areas in the Core Content Framework. The student teacher drafts the INA in preparation for Placement 1; these will be the professional learning foci for the first WPLR. This is completed on PebblePad and shared with the mentor at the start of placement.

Weekly Professional — The student teacher reflects against each professional learning foci with comments about how this has impacted pupil progress. The student teacher completes brief reflections on other Professional Learning Activities (PLAs)

1. What are Indy's personal learning foci from previous week?

2. What does she think she has done to address these?

3. What other positive observations did the mentor make and how did she share these?

4. What assessment strategies did Indy use?

5. What personal foci next?

6. What are the strengths of this dialogue? Any "Even Better If…."

PebblePad Login and Mentor Role

PCM and mentor emails – IT can then set up manually

Partnership will share information and guidance on access as soon as they can

Students can show you via their login

Once you have access please go in and "tick" any outstanding mentor confirmation boxes on the WPLR.

Key to do weekly

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

Stages of support and intervention

https://jamboard.google.com/d/1EjweN6MgXT8Xrh-0naPdNcOjKriTazvI5TtAx-UhWXc/edit?usp=sharing

Next sessions

Date	Foci
21st November 2023 4-5.30 Online	• Personal foci and tracking progress review • Preparing for Interim Placement formative assessment • Mentor feedback - any concerning gaps linked to CCF areas • Mentor/PCM sharing their school practice and coaching approach to mentoring

Support can be accessed from:

Partnership Office: Sharon Grey   For PebblePad questions please contact Partnership Office 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

Secondary Programme Lead: Ruth Aman Ruth.Aman@brunel.ac.uk