



Brunel
University
London

Brunel University London Initial Teacher Education Partnership

Professional Coordinating Mentor Development Session

2023-24

Placement 1 School Experience

Intentions of this session:

- Sharing own school professional development programme and your role as PCM
- Reflecting on Ofsted and exploring possible improvement actions
- Induction days and PCM role with students
- Key contacts



What does your programme for professional development look like?



- Who is responsible for student teachers (and possibly ECTs)?
- What responsibilities do you have as PCM in your school?
- Is there a programme for professional development? If so, what does it involve?
- On the student teacher's first day, does somebody talk to them about key policies such as safeguarding, Equality and Diversity before they head to the classroom?
- Share school arrangements for student teachers' professional development: are there set meeting times/is it part of the staff meeting schedule?
- What topics are covered?

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 desc 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.

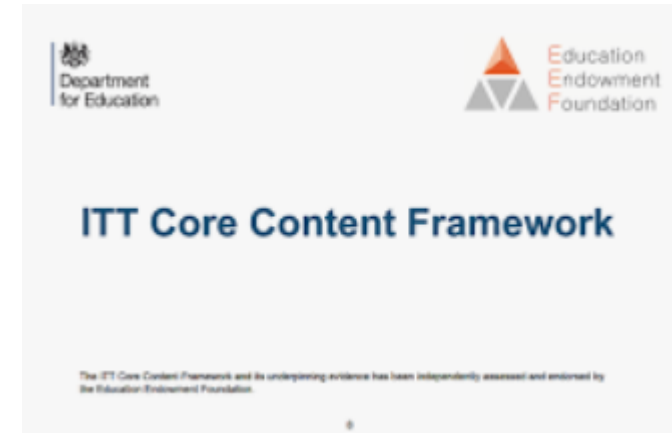
Designed around subject and phase

- 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

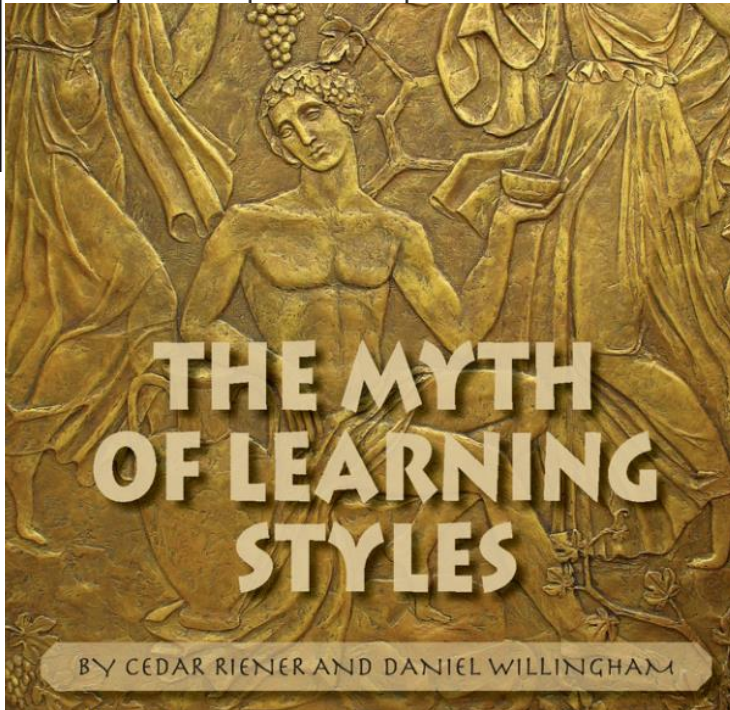


Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4 & TS5)	Prompts to inform discussion
Is involved with pupils' learning throughout the day	<ul style="list-style-type: none"> • Describe a lesson where you introduced new knowledge; how did you manage this? • Describe a lesson where you clearly modelled some new learning and then allowed for practice? • Explain how you have planned tasks in a lesson in manageable chunks? What supports have you provided to assist tasks? • How have you developed knowledge over a sequence of lessons? • What opportunities for critical thinking have you included in lessons? • Are there any lessons where you know you will teach it differently next time? Can you explain why and how? • What do you think makes effective homework? • How have you been challenging your more able pupils? • What are some of the strategies you have been using to support some of your pupils with SEN? • Describe your focus pupil; explain how you have helped them and what progress they have made.
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	

GPE Example coverage linking to that Pedagogy area of TS2, 4 and 5 20 May 2024

PGCE PRIMARY AND SECONDARY GPE THEMES

Date	Time	Venue	GPE sessions	Staffing /PLA activity	Links to CCF
28/9	12-1pm	ONLINE	<u>GPE 6: Myth Busting Learning Styles</u>	PRI ONLY: Julie	<p><u>Learn that:</u> 5.6 there is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.</p> <p><u>Learn how to improve at:</u> 5 observing how expert colleagues adapt lessons whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.</p>



<https://www.tandfonline.com/doi/abs/10.1080/00091383.2010.503139?journalCode=vchn20>

As PCMs how could you help us increase consistency within and across schools?



Roles and Responsibilities – mentor/PCM/Link Tutor

College of Business, Arts and Social Sciences

Department of Education
Initial Teacher Education Partnership

School Experience Handbook

Section 2: Roles and Responsibilities	10
Overview of Roles and Commitments across the Partnership	11
The Mentor	13
The Link Tutor	15
The University Partnership Office will:	16
Quality Assurance of the Partnership	16
Professional Conduct	17
Guidance for Part Two: Personal and Professional Conduct	18
DBS, Prohibition Order Checks and Childcare Disqualification	19
Attendance and Punctuality	19
Absence from University Sessions	20
Unavoidable Absence during School Placements	20
Concerns about a Student Teacher's Attendance	21
Student Teacher Code of Conduct	21

Primary Induction – what will the first few days look like?

Timetable Weighting

Weeks in Phase One	% on planning, teaching and evaluating lessons (whole class)	% on other work with children (eg PLAs, assessment, small groups, individuals, observing others)
1-3	0 %	75%
4-5	0 -25%	75%

Placement 1 – key professional learning points

Week	Professional Learning Activity	Completed
1/2/3 Induction w/b: 26/9	<p>Mentor/PCM to prepare a programme of induction to the school, to ensure student teacher is aware of protocol regarding safeguarding issues; any relevant school policies, to include policy documents on equality and diversity, information needed including dress code, school attendance and punctuality protocol; behaviour policy, reward and sanction procedures for class and school. Mentor and student teacher to complete Health and Safety Form.</p> <p>Student teacher to share completed Safeguarding PLA 3 and audit (appendices of PLA handbook).</p> <p>Mentor/PCM and student teacher to exchange e-mail address/ school phone number or any other necessary contact details.</p> <p>Student teacher to give the mentor/PCM their Link Tutor's name and contact details so that three-way communication can be facilitated: student teacher to email Link Tutor and copy mentor/PCM in as an introduction.</p> <p>Student teacher to consider how a positive learning environment is created; consider the classroom layout; discuss with mentor their approach to different layouts within the context of planning for effective behaviour and how the attainment mix affects their decisions regarding layout.</p> <p>Mentor to make available medium term planning for core and non-core subjects that the student teacher will be teaching.</p> <p>Student teacher to ask the mentor how they can support in any particular group activities; work with all the children in small groups, getting to know their names as soon as possible. Sketch table plans with children's names.</p>	



Primary First Formal
Observation in Week 5:
w/b 30th October

Secondary – what will the first few days look like?

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 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

The amount of teaching should increase gradually over the course of the placement, at a pace appropriate for the rate of development of the individual student teacher and as agreed in collaboration with the school mentor. By the end of Placement 1 in February 2023 the Student teacher is expected to be teaching 50% of a main scale timetable. Our overall aim is for students to have a measured introduction to teaching, and to learn to teach high quality lessons, before preparing them for their ECT years in the latter stages of Placement 2

PGCE Calendar 2022-23	Mon	Tues	Wed	Thurs	Fri
51 5.9.22	S			S	S
52/0 12.9.22	S	S	GPE	DS	S
1 19.9.22	S	S	GPE	S	S
2 26.9.22	S	S	S	GPE	
3 3.10.22	S	S	GPE	S	
4 10.10.22			S	GPE	
5 17.10.22			S	GPE	
6 24.10.22	Reading week				
7 31.10.22	ED55019		GPE	S	
8 7.11.22			S	GPE	
9 14.11.22			S	GPE	
10 21.11.22			S	GPE	
11 28.11.22					
12 5.12.22					
13 12.12.22	University Day				Interim Placement 1
14 19.12.22	S	ED5627			
15 26.12.22	School Holidays (University Closed 26th to 3rd)				
16 2.1.23	Bank holiday				
17 9.1.23			ED55020		
18 16.1.23					
19 23.1.23					
20 30.1.23					End of Placement 1
21 6.2.23	S	S	S	GPE	DS
22 13.2.23	Reading week				
23 20.2.23	Secondary ASE				
24 27.2.23	S	S	S	GPE	DS
25 6.3.23	S	S	S	GPE	Start of Placement 2
26 13.3.23			S	GPE	
27 20.3.23			S	GPE	
28 27.3.23					
29 3.4.23	School Holidays (University Closed 5th to 11th)				
30 10.4.23					
31 17.4.23			University Day		
32 24.4.23			S	ED5628	
33 1.5.23	Bank holiday				
34 8.5.23					
35 15.5.23	ED55021	ED55021			
36 22.5.23	Students will be on campus for only one of these days				
37 29.5.23	Reading Week				
38 5.6.23					
39 12.6.23					End of Placement 2
40 19.6.23	ECT Transition Week				ED5626
41 26.6.23	PGCE joint lunch				
42 3.7.23	DS/Reading week/Additional placement if required				
	DS/Reading week/Additional placement if required				
	End of Course				

Key	School based	S	Subject Session	ECT	Early Career Teacher
	University based	GPE	General Professional Education	U	University Day
	Directed Study - do not	DS	Directed Study	ED...	Assignment Hand-in
	- may shift based on pl	ASE	Alternative Setting Experience		

Next sessions

Date	Foci
3rd October 2023 4-5.30 Online	<ul style="list-style-type: none">• EDI and UK Feminista• Formal lesson observations • Lesson Dialogue Record and Post lesson conversation • Support and intervention process
21st November 2023 4-5.30 Online	<ul style="list-style-type: none">• Personal foci and tracking progress review• Preparing for Interim Placement formative assessment• Mentor feedback - any concerning gaps linked to CCF areas



Support can be accessed from:



Partnership Office: Sharon Grey cbass-po@brunel.ac.uk

For PebblePad questions please contact Partnership Office

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

