



**Brunel**  
University  
London

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

## **Mentor Development Session 1**

2023-24

Placement 1 School Experience

# Intentions of this session:

- Sharing own school professional development programme
- Exploring the ITT Core Content Framework and the Brunel Curriculum
- Considering how student teachers are now assessed
- Roles and responsibilities of a mentor, PCM, Link Tutor and Personal Tutor
- Induction days
- Key contacts



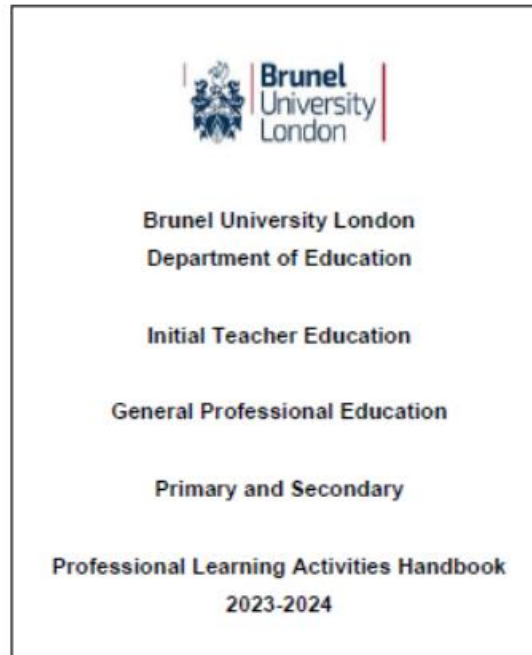
# What does your programme for professional development look like?



- Who is responsible for student teachers ( and possibly ECTs)?
- 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?

# ITT Core Content Framework and the Brunel Curriculum

20 May 2024



Activity:

In groups, please look at the extract from the ITT CCF; the section from the GPE session. Consider what you do in school.

Can you see any potential gaps?

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

13 <sup>th</sup> September	1-3		GPE3: Safeguarding	Together
	3-5		GPE4: Equality & Diversity 1	Separate
20 <sup>th</sup> September	9-11		GPE5: Learning Theories	Primary
	11-1		GPE5: Seminar	Primary
	1-3		GPE5: Learning Theories	Secondary
	4-5		GPE5: Seminar	Secondary
27 <sup>th</sup> September	12-1	Online	GPE6: Myth-busting Learning Styles	Primary
	2-4	Online	GPE7: Behaviour for Learning	Primary
	1-3		GPE7: Behaviour for Learning	Secondary
	3-4		GPE7: Seminar	Secondary
4 <sup>th</sup> October	2-4		GPE8: The National Curriculum & Theory	Together

- Some sessions Primary and Secondary together
- Key sessions placed prior to school placement
- Circled sessions to demonstrate how CCF covered

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**GPE SCHEDULE 23/34**

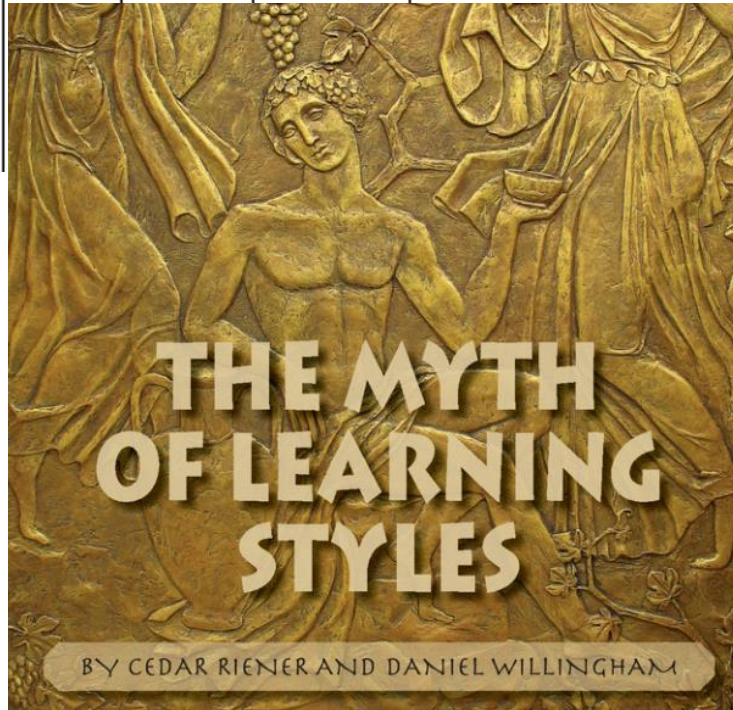
PGCE PRIMARY AND SECONDARY GPE THEMES

11 <sup>th</sup> October	2-4		GPE9: Principles of Planning, Teaching & Assessment	Separate
	4-5		GPE9: Seminar	Secondary

# 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>

## PLA 5: Learning Theories

### Activity 1:

Choose to read – chapter 2 and 7; 3 and 7 or 4 and 7 of the ebook

Pritchard, A. (2007) *Ways of Learning: Learning Theories for the Classroom* (4th ed). London: Routledge

### Activity 2:

Memory is key to learning: read these articles to explore how to avoid overloading working memory and strategies to help pupils commit learning to long term memory. Make a list to help you when planning lessons: how can you break complicated learning into small manageable steps and how can you plan repetitive practice in a variety of ways to sustain pupil engagement?

Gathercole, S., Lamont, E., & Alloway, T. (2006) *Working memory in the classroom*. Working memory and education, 219-240.

Roediger, H. L., & Butler, A. C. (2011) *The critical role of retrieval practice in long-term retention*. Trends in Cognitive Sciences, 15(1), 20–27.

 London

## PLA 12: SEND 3: Literacy Difficulties and Dyslexia

### Activity 1:

Read Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties by Jim Rose; can be found in session folder or at:

<http://www.thedyslexia-spldtrust.org.uk/media/downloads/inline/the-rose-report.1294933674.pdf>

### Activity 3:

Explore the concept of adaptive teaching: read this blog and look at the EEFs 5 High Quality Teaching Strategies for pupils with SEND:


<https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you/>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF\\_High\\_Quality\\_Teaching\\_for\\_Pupils\\_with\\_SEND.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf) ( or find in session folder as link sometimes does not work)

# How are student teachers now assessed and key elements of the mentoring process



Information and Guidance ... 2022 Pen Portrait Form Subject Knowledge action p... Non-core curriculum record... Placement 1 School Experie...



## Information and Guidance

Your professional learning activities will contribute towards the assessment across the University and School-based elements of this course. The following activities form an important part of your development and they have been devised by members of the Partnership. They will be assessed by your school-based mentors, peers and personal tutors during key tutorials over the year. At the tutorials you will be expected to set yourself clear targets in negotiation with your personal tutor. You must take responsibility for your own professional development in a proactive style in order to get the best out of the tutorial. It is your responsibility to ensure that action plans are developed and worked on so that you become an outstanding teacher by the end of the programme.

### Student Teacher Code of Conduct

Student teachers are embarking on a professional career as a teacher which requires them to understand their responsibilities as outlined in Part 2 of The Teachers' Standards (DfE, 2012). It is essential that student teachers take

DISPLAYING RESULTS BY CREATED DATE (OLDEST FIRST)

- Ws** [Weekly Professional Learning Record 1 \(w/c 11.10.21\)](#)  
Created: 16:12 on 14-Oct-2021
- Ws** [Weekly Professional Learning Record 2 \(w/c 18.10.21\)](#)  
Created: 12:54 on 21-Oct-2021
- Ws** [Weekly Professional Learning Record 3 \(w/c 01.11.21\)](#)  
Created: 15:38 on 01-Nov-2021
- Ws** [Weekly Professional Learning Record 4 \(w/c 08.11.21\)](#)  
Created: 15:46 on 08-Nov-2021
- Ws** [Weekly Professional Learning Record 5 \(w/c 15.11.21\) Formal Observation with PCM & Mentor](#)  
Created: 11:27 on 16-Nov-2021
- Ws** [Weekly Professional Learning Record 6 \(w/c 22.11.21\)](#)  
Created: 10:22 on 25-Nov-2021



# How can we track progress? How can we decide upon personal learning foci?

<b>Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching</b> <b>(TS2, TS4 &amp; TS5)</b>	<b>Prompts to inform discussion</b>
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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# 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%
6-8	25%	50%
9-17	60%	20%

Timetables should include a slot for the mentor and student to hold a Professional Learning Meeting in an appropriate private space.



### Placement 1 – key professional learning points

Week	Professional Learning Activity	Completed
1/2/3 Induction w/b: 26/9	<p><b>Mentor/PCM</b> to prepare a programme of induction to the school, to ensure student teacher is aware of protocol regarding <b>safeguarding</b> 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><b>Student teacher</b> to share completed <b>Safeguarding PLA 3</b> and audit (appendices of PLA handbook).</p> <p><b>Mentor/PCM and student teacher</b> to exchange e-mail address/ school phone number or any other necessary contact details.</p> <p><b>Student teacher</b> 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><b>Student teacher</b> 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><b>Mentor</b> to make available medium term planning for core and non-core subjects that the student teacher will be teaching.</p> <p><b>Student teacher</b> 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 30<sup>th</sup> 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	S	GPE	DS
1 19.9.22	S	S	GPE	S	DS
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"><li>• EDI and UK Feminista</li><li>• Formal lesson observations</li> <li>• Lesson Dialogue Record and Post lesson conversation</li> <li>• Support and intervention process</li></ul>
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 [cbass-po@brunel.ac.uk](mailto: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](mailto:Julie.Mansfield@Brunel.ac.uk)

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



## How Pupils Learn (Standard 2 – ‘Promote good progress’)

Learn that...	Learn how to...	
<ol style="list-style-type: none"> <li>Learning involves a lasting change in pupils' capabilities or understanding.</li> <li>Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</li> <li>An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</li> <li>Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</li> <li>Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</li> </ol>	<p><b>Avoid overloading working memory, by:</b></p> <ul style="list-style-type: none"> <li><i>Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce.</i></li> <li><i>Discussing and analysing with expert colleagues how to reduce distractions that take attention away from what is being taught (e.g. keeping the complexity of a task to a minimum, so that attention is focused on the con</i></li> </ul> <p><b>And - following expert input receive feedback and im</b></p> <ul style="list-style-type: none"> <li><i>Breaking complex r</i></li> <li><i>completed example</i></li> </ul>	<p>6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li><i>Encouraging pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.</i></li> </ul> <p>11</p>
	<p><b>Build on pupils' prior kn</b></p> <ul style="list-style-type: none"> <li><i>Discussing and ana</i></li> <li><i>lessons so that pup</i></li> <li><i>encountering more</i></li> <li><i>Discussing and ana</i></li> <li><i>possible misconcep</i></li> </ul>	<p>7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</p> <p>8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</p> <p>9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.</p> <p><b>Increase likelihood of material being retained, by:</b></p> <ul style="list-style-type: none"> <li><i>Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known).</i></li> <li><i>Observing how expert colleagues plan regular review and practice of key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach.</i></li> <li><i>Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging work.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p>

## Classroom Practice (Standard 4 – ‘Plan and teach well structured lessons’)

Learn that...	Learn how to...
<ol style="list-style-type: none"><li>1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.</li><li>2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.</li><li>3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.</li><li>4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.</li><li>5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.</li><li>6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.</li></ol>	<p><b>Plan effective lessons, by:</b></p> <ul style="list-style-type: none"><li>• <i>Observing how expert colleagues break tasks down into constituent components when first setting up independent practice (e.g. using tasks that scaffold pupils through meta-cognitive and procedural processes) and deconstructing this approach.</i></li></ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"><li>• <i>Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain.</i></li><li>• <i>Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge.</i></li><li>• <i>Removing scaffolding only when pupils are achieving a high degree of success in applying previously taught material.</i></li><li>• <i>Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.</i></li></ul> <p><b>Make good use of expositions, by:</b></p> <ul style="list-style-type: none"><li>• <i>Discussing and analysing with expert colleagues how to use concrete representation of abstract ideas (e.g. making use of analogies, metaphors, examples and non-examples).</i></li></ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"><li>• <i>Starting expositions at the point of current pupil understanding</i></li></ul>



## Adaptive Teaching (Standard 5 – ‘Adapt teaching’)

### Learn that...

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to lead to pupil success.
4. Adaptive teaching is less likely to be effective if it causes the teacher to artificially create distinct tasks for different groups or set lower expectations for particular groups of pupils.
5. Flexibly grouping pupils within a class is likely to be more effective than creating fixed groups.

### Learn how to...

- Develop an understanding of different pupil needs, by:**
- *Receiving clear, consistent and effective mentoring in supporting pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively.*
- And - following expert input - by taking opportunities to practise, receive feedback and improve at:**
- *Identifying pupils who need new content further broken down.*
  - *Making use of formative assessment.*

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.

### receive feedback and improve at:

- *Making effective use of teaching assistants and other adults in the classroom under supervision of expert colleagues.*

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attempting to tailor lessons to learning styles is unlikely to be beneficial.

7. Pupils with special educational needs or disabilities are likely to require additional or

### Meet individual needs without creating unnecessary workload, by:

- *Discussing and analysing with expert colleagues how they decide whether intervening within lessons with individuals and small groups would be more efficient and effective than planning different lessons for different groups of pupils.*