

Professional Orientation

Mentoring within our partnership

Procedures and Practices

September 2024

ITE Partnership Mentor Curriculum 2024-25



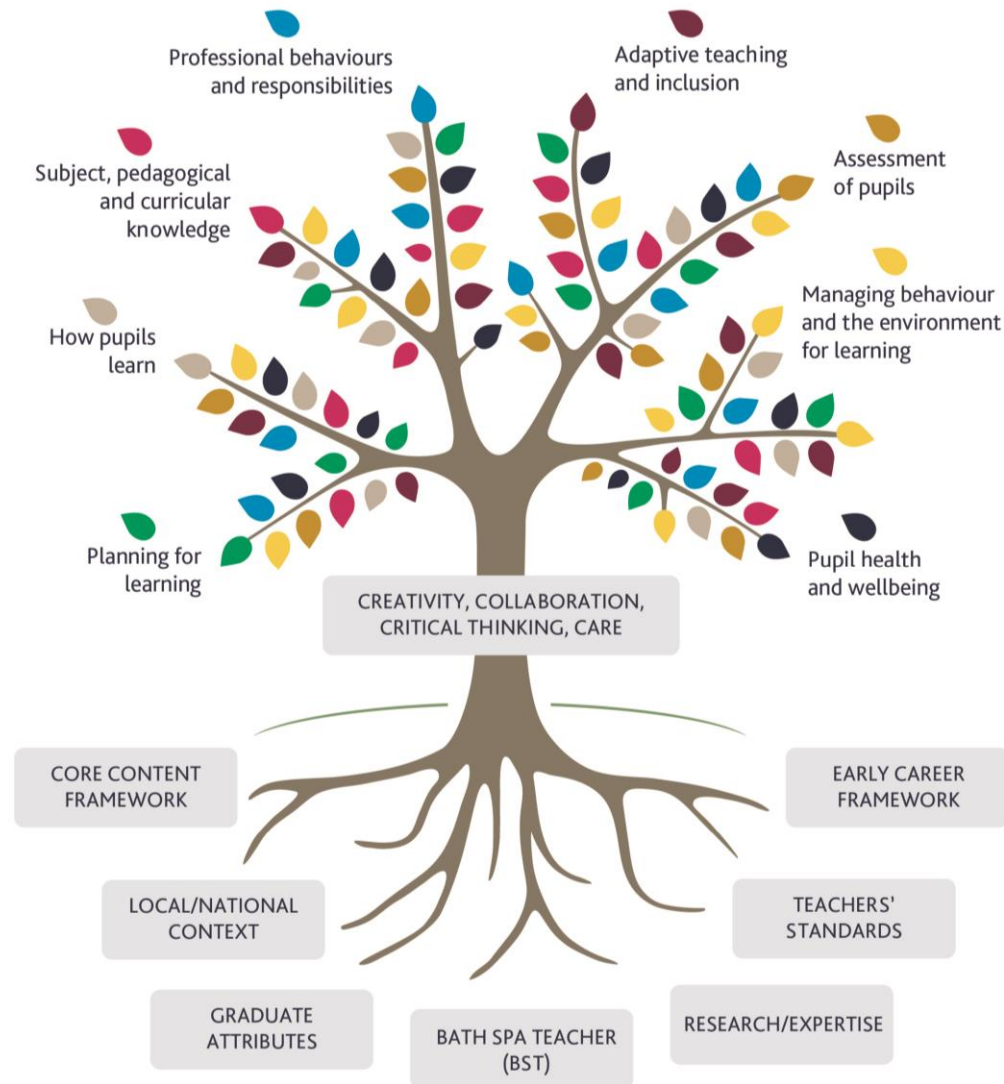
Dates Placement 1	Professional Orientation module: Procedures and Practices	Dates	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills	Notes
<p>w/b 16.9.24 (P1)</p> <p>Monday 23.9.24 (P1) 4-5pm</p>	<p>For new mentors Unit 1: Mentoring within our ITE Partnership Online asynchronous 2 hours equivalent</p> <p>Unit 2: Mentoring procedures and practices for Phases 1 and 2 2 hours equivalent Online synchronous</p>	<p>w/b 7.10.24</p> <p>Dates TBC to take place during w/b 14.10 and 21.10</p>	<p>Unit 3: An understanding of the Curriculum Components and how to support your Student Teacher Online asynchronous 2 hours equivalent</p> <p>Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Online synchronous/asynchronous 2 hours equivalent</p>	<p>Self-evaluation against the Mentor Standards</p> <p>A selection of self-study modules from the NASBTT mentor development modules.</p> <p>Completed through the year whilst the mentor is in role.</p>	<p>All mentors LT visits: 3 hours across placement 1</p> <p>Units 1 and 2: 4 hours</p> <p>Units 3 and 4: 4 hours</p> <p>9 hours of the mentoring skills module can be completed to give an overall 20 hours, if the mentor is in role for placement one only. Sessions completed with other providers may also be recognised and hours accounted for accordingly.</p>

ITE Partnership Mentor Curriculum 2024-25



Dates Placement 2	Professional Orientation module: Procedures and Practices	Dates	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills	Notes
<p>w/b 10.2.25 (P2)</p> <p>Monday 24.2.25 (P2)</p>	<p>For new mentors Unit 1: Mentoring within our ITE Partnership Online asynchronous 2 hours equivalent</p> <p>For new mentors and those who were in role for placement 1 Unit 5: Mentoring procedures and practices for Phases 3 and 4 2 hours equivalent Online synchronous</p>	<p>17.3.25 (P2)</p> <p>Dates TBC to take place during w/b 24.3 and 31.3</p>	<p>For new mentors Unit 3: An understanding of the Curriculum Components and how to support your Student Teacher Online asynchronous 2 hours equivalent</p> <p>Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Online synchronous/asynchronous 2 hours equivalent</p>	<p>Self-evaluation against the Mentor Standards</p> <p>A selection of self-study modules from the NASBTT mentor development modules.</p> <p>Completed through the year whilst the mentor is in role.</p>	<p>LT visits: 3 hours across placement 2.</p> <p>New mentors Units 1 and 2: 4 hours Units 3 and 4: 4 hours</p> <p>9 hours of the mentoring skills module can be completed to give an overall 20 hours, if the mentor is in role for placement two only. Sessions completed with other providers may also be recognised and hours accounted for accordingly.</p> <p>For those who mentored in placement 1 Unit 5: 2 hours Unit 3: 2 hours (focus on ITAPs 3 and 4)</p> <p>A number of modules in the mentoring skills strand can be chosen to make 20 hours overall across both placements.</p>

The ITE Partnership Curriculum



What's the same, what's different?



The same

- Lesson Dialogue Records (LDRs)
- BUL Lesson plan templates
- Support and Intervention process
- WPLR

Different

- Phases 1, 2 – Placement 1
- Phases 3, 4 – Placement 2
- Progress review points in place of Interim and end of phase.
- Addition of Intensive Training and Practice weeks (x4)
- Lead Mentor role has been introduced

Next week's professional learning foci

Please indicate the professional learning foci arising from this week's professional learning and strategies for achieving them; include references to subject specific pedagogies, where appropriate. BST to complete with mentor support.

What is my intended learning? (I will better understand.../ learn how.... / be more confident with..../ refine....)	Actions - What needs to be done to support my learning? (I will read... /observe... /teach... /discuss...)	Success criteria - What will have changed as a result of my learning? (For you? For the pupils?)

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

Professional Learning Activities (PLAs)



Primary and secondary have a PLA handbook for each phase of the programme; activities and readings are related to the weekly focus area(s).

There are also a set of 'optional' activities aimed to enrich the BST experience and a set of 'Familiarisation activities and Prompts' for mentors and BSTs.



Curriculum Component Focus: Professional Behaviours and Responsibilities and Managing Behaviour and the Environment for Learning

Please see the familiarisation activities and prompts as guidance for familiarisation.

General professional education: The GPE session on 'Behaviour for learning' will explore positive climates for learning and strategies for managing behaviour in the classroom, making links between theory and practice. This practical session will allow you to consider strategies for managing low level disruption and how to use a school behaviour policy effectively. This is complemented by a session on positive classroom management which explores why children may misbehave, the impact of childhood trauma and how to become a good behaviour manager.

Subject Curriculum: Subject sessions will explore positive classroom management considering specific considerations for the subject. Sessions will focus on the importance of rules and routines in the classroom and approaches for engaging learners and offering a positive learning experience in the subject.

Suggested readings

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham University: UK. Pp6-15

Additional information and tasks

WPLR (on pebblepad)
Due by Friday 27th September – (1 WPLR each week you are in placement)

Please upload your timetable on Pebblepad by Friday 27th September

Optional/additional Information and Tasks

Activity 1:
Read Creating a Culture: how school leaders can optimise behaviour. Write notes and critically reflect on how this sits with your experiences of schools.
<https://www.gov.uk/government/publications/behaviour-in-schools>

Activity 2:
Listen to this BBC Radio 4 programme where the head teacher of the Michaela School, Katharine Birbalsingh and Education consultant, Dr Debra Kidd, debate whether discipline is the enemy of learning. Summarise the main points from both sides of the argument
Across the Red Line - Series 4 - Is Discipline the Enemy of Learning? - BBC Sounds

Related Directed Study Activity:
Watch this 14-minute video which focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils:
<https://www.tes.com/teaching-resource/teachers-tv-sharing-expectations-6084446>

Secondary examples

Curriculum Component	Familiarisation activities/discussion points
Professional Behaviours & Responsibilities	Welcome/Admin/Email/School systems Review school safeguarding policy and meet the DSL. Review child protection policy, Keeping Children Safe in Education and staff code of conduct Guided Tour - navigation round the school School systems, the school day Introduction to key personnel/SLT Introduction to faculty Share the BSTs timetable and any wider school role expectations
Subject, pedagogical & curricular knowledge	Share long term and medium-term planning for the curriculum in the subject including the scheme of work and resources. Arrange observations across the department to see the scheme of work and school approaches 'in action' and where possible to meet timetabled classes. Introduction to the subject curriculum and skills, knowledge and concepts of the curriculum objectives and intended outcomes for each Key Stage
How Pupils Learn	Ensure your BST has access to pupils' prior assessment data Share any school policies/procedures around strategies to support pupils learning e.g. retrieval practice – ensure BSTs can observe this in 'action'
Planning for Learning	Discuss scheme of work and department systems for planning lessons - ensure BSTs can observe this in 'action' Signpost your BST to the scheme of work and school resources.
	Discuss the lesson planning template and expectations for the BST sharing their lesson plan
Adaptive Teaching & Inclusion	Ensure the BST can access and interpret data on pupils including those with SEND Meeting with SENCO/ DSL
Assessment of Pupils	Introduction to the school and department assessment policy Support with using school data to plan lessons and interventions
Managing behaviour & the environment for learning	Introduction to behaviour policy - ensure BSTs can observe this in 'action' Opportunity to discuss initial observations of lessons
Pupils' Health & Wellbeing	Introduction to the form tutor system Role of tutor and ways of leading a tutor group

Primary examples

Placement 1 starts (w/c 23rd September)

✓	Activity	Where?	Curriculum component
	Add and complete <i>School Policies – Placement 1</i>	OneDrive	1
	Know and engage with the person responsible for safeguarding in the school		1, 8
	BST and mentor to read and sign health and safety checklist	PebblePad	1
	Take time to develop relationships with the children by getting to know them as individuals		1, 3, 5, 7, 8
	Determine the weekly timetable for the class, including information on the order of the day and timings.	School Placement File	1, 7
	Discuss the school's behaviour policy with mentor and the specific behaviour for learning strategies used		1, 3, 5, 7, 8
	Undertake an observation of expert teachers focusing on the <i>Application of the Behaviour Policy Placement 1</i> . Agree on any specific aspects BSTs will focus on. Complete this on an <i>Observation of Expert teachers' template (see Brightspace)</i>	OneDrive	1, 3, 5, 7, 8
	Take the register every day		1, 7, 8
	Greet and dismiss the children every day		1, 7, 8
	Observe your mentor teach and create a lesson plan for the lesson (choose one part of a lesson)	OneDrive	1, 2, 3, 4, 5, 6, 7, 8

23 rd September	GPE 13: Behaviour for Learning			
		7.1, 7.2, 7.5, 7.8, 7.9, 7.10	7d, 7f, 7g, 7i	Watch this 14-minute video which focuses on how praise and reward and explicit instructions are used by a class teacher to share expectations at the start of a new school year with Year 6 pupils: Teachers TV: Sharing Expectations Teaching Resources (tes.com)

Progress across the ITE Partnership Curriculum: tracking progress

Progress is tracked against the eight curriculum components. In the case of the Primary programme of study the tracking progress reflects in each of these separately.

In the case of the Secondary programme of study the eight key components of the ITE Partnership Curriculum are 'clustered' into four areas (p70 of the Partnership Handbook).

The primary Tracking Progress Framework is Appendix 3 of the PH.

The secondary Tracking Progress Framework is Appendix 4 of the PH.

For both primary and secondary, these are displayed in the Progress Review Points in Pebblepad.



<p>7. Managing behaviour and the environment for learning</p> <p>Including:</p> <ul style="list-style-type: none"> ● Emotion coaching ● Attachment ● Building relationships with children ● Key principles and approaches to behaviour management ● Anti-bullying ● High expectations ● Creating a safe and stimulating classroom environment to allow children to focus on learning ● Establishing routines 	<ul style="list-style-type: none"> ● Through lesson observations, identify a range of approaches that develop positive learning behaviours. ● Begin to recognise that specific techniques can support the effective management of behaviour in the classroom. ● Observe how the ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. ● Understand that building effective relationships and attachments with children, parents, carers and families can improve pupils' motivation, behaviour and academic success and that building effective relationships is easier when pupils believe that their feelings will be considered and understood. ● Begin to identify bullying through its many different contexts and how to recognise and address this. ● Consider how establishing and reinforcing routines and expectations, including through positive reinforcement and collaboration with children, can help create an effective learning environment. ● Recognise the importance of high expectations for all children. ● Learn that creating a positive environment is part of the daily routine. ● Begin to develop an understanding that building positive relationships is built upon what you do and say. ● Observe how a supportive, predictable and inclusive environment promotes positive learning behaviours.
<p>7. Managing behaviour and the environment for learning</p> <p>Including:</p> <ul style="list-style-type: none"> ● Emotion coaching ● Attachment 	<ul style="list-style-type: none"> ● Learn how to engage critically with research and use evidence to critique practice in order to understand a range of approaches to develop positive learning behaviours. ● By understanding the research around children's learning and emotional development, learn that the application of specific techniques, for example emotion coaching, can support the effective management of behaviour in the classroom.
<ul style="list-style-type: none"> ● Building relationships with children ● Key principles and approaches to behaviour management ● Anti-bullying ● High expectations ● Creating a safe and stimulating classroom environment to allow children to focus on learning ● Establishing routines 	<ul style="list-style-type: none"> ● Learn that the ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives. ● Learn that building effective relationships and attachments with children, parents, carers and families can improve pupils' motivation, behaviour and academic success and that building effective relationships is easier when pupils believe that their feelings will be considered and understood. ● Identify bullying through its many different contexts. Learn how to recognise and address this. ● Learn that establishing and reinforcing routines and expectations, including through positive reinforcement and collaboration with children, can help create an effective learning environment. ● Learn how important it is to understand and identify how to have high expectations for all children, taking account of individual differences, including prior attainment, barriers to learning, pupil's background, ensuring that no child is discriminated against due to their behaviour challenges. ● Learn that creating a positive environment where making mistakes and learning from them and the need for effort, resilience and perseverance are part of the daily routine. ● Learn how to engage with children by building positive relationships through what you do and say. ● Learn how to establish a supportive, predictable and inclusive environment ensuring any systems using

Cluster A: Professional behaviours and responsibilities, Managing behaviour and the learning environment

Phase 1: I have	Phase 2: I have	Phase 3: I have	Phase 4: I have
<p>Carefully reflected in writing on my professional identity</p> <p>Understood school expectations regarding punctuality, attendance, and dress-code, as well as meeting deadlines for both University work and work for school.</p> <p>Recognised that I am a role model influencing motivation, behaviour, attitudes, and values in my pupils, upholding public trust in the profession.</p> <p>Established a supportive and inclusive environment, building routines based on a system of reward and sanction in line with school policy, setting clear expectations and deliberately developing positive relationships with pupils.</p>	<p>Continued to develop my own personal teaching values and identity, drawing on academic research.</p> <p>Applied strategies to establish effective relationships with students that supports their motivation, wellbeing, and learning.</p> <p>Used explicit strategies to establish and positively enforce consistent routines, setting expectations that result in good behaviour.</p> <p>Recognised that effective relationships with pupils, parents, carers and families improve pupils' motivation, behaviour and academic success.</p> <p>Used ICT to monitor pupil attainment and progress.</p>	<p>Actively involved parents and carers to support outcomes for pupils.</p> <p>Engaged with whole-school sustainability initiatives to support statutory net zero targets.</p> <p>Contributed to whole-school priorities, including extra-curricular activities.</p> <p>Implemented a wide range of deliberate strategies to develop positive relationships with pupils and encourage excellent behaviour in lessons.</p> <p>Engaged proactively with expert colleagues, including support staff, to improve my practice</p> <p>Engaged with the statutory</p>	<p>A strong professional identity and have actively contributed to the whole school ethos and/or school improvement.</p> <p>Contributed to wider networks to support behaviour across the school as well as in my own classroom.</p> <p>Developed effective strategies for liaising with parents, carers, and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.</p> <p>Demonstrated the highest levels of professionalism at all times, becoming a valued and active member of the school community.</p>

<p>Engaged with professional debate, learning from educational research to support my improvement, including critiquing the practice of others</p> <p>Reflected on my practice, supported by feedback from, and observation of, experienced colleagues, using this to support progress</p> <p>Used ICT to monitor pupil attendance</p>	<p>Reflected on how to meet the pastoral needs of my students and worked with colleagues to support this</p> <p>Worked alongside colleagues as part of a wider system of behaviour management</p> <p>Explored ways to contribute to the wider-life of the school</p>	<p>requirement to teach British Values</p>	<p>Developed automaticity with regard to classroom routines which supports a positive, safe and creative learning environment</p>
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Lead mentors

New in role. Expectation for 30 hours of 'training'

- To engage fully with all aspects of teacher education (university and school-based) to fully understand the mentor and lead mentor role
- **Lead on delivery of mentor development**
- Engage with current educational research and university processes to ensure high quality support for BSTs
- To attend lead mentor team meetings
- Collate and share best practice from feedback and observations to share with mentors and link tutors
- Feedback and contribute to future design and development of mentor development activities
- Develop bespoke mentor development in response to mentor/placement needs
- **Working with the Partnership Office team ensure that: a) the mentor attendance record for live sessions is accurate, and b) the Professional Coordinators will keep a record of this**
- **Ensure that all mentors of allocated BSTs have engaged with the required live mentor development**
- **Liaise with the Partnership Office team to determine if any mentors have not attended live mentor development sessions, liaising with Professional Coordinators to follow-up on any missed mentor development sessions**
- **Work with the Professional Coordinator to ensure: a) an overview of progress and wellbeing of the BST, b) quality assurance of a sample of WPLRs between mentors and BSTs.**

Intensive Training and Practice (ITAPs)



The PGCE with QTS programme includes four intensive training and practice weeks. The ITAP is designed to immerse BSTs in foundational aspects of the curriculum through a blend of university and school-based activities. ITAP weeks provide an opportunity to focus on specific, pivotal areas and build powerfully the link between research-based theory and practice.

Each week will be a blend of university and school-based learning. A set structure has been developed which will consist of:

- expert theoretical and practical input by university tutor(s) and expert colleagues with critical analysis of theory and literature;
- focused observation and deconstruction of teaching;
- critical analysis of observed teaching with a focus on identifying the links between theory and practice;
- deliberate peer-to-peer practice by BSTs with focused feedback from peers and expert colleagues;
- preparation and practice delivery of the identified focus, with expert feedback and opportunities to repeat and improve.

Each ITAP week will follow the same structure:

Monday (university-based): 'introduce';

Tuesday (school-based): 'observe and analyse';

Wednesday (university-based): 'prepare and rehearse';

Thursday (school-based): 'enact and assess';

Friday (school-based): 'enact and assess'.

The outcomes of ITAP for BSTs will include strong grasp of the evidence base for the area concerned, and the ability to identify effective classroom delivery and to prepare and apply those aspects of teaching confidently in a range of contexts.

Framework to support Intensive Training and Practice

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
<i>Learning about the theory of teaching and learning.</i>	<i>Using representations to analyse expert teaching.</i>	<i>Using approximations to practice and get feedback.</i>	<i>Receiving support to apply learning in the classroom.</i>	<i>Tracking trainees' growing knowledge and skills.</i>
e.g. Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Assigned readings	Classroom artefacts	Role plays	Co-planning	Quizzes
Interviews	Expert modelling	Digital approximations	Lesson study	Portfolios

Framework informed by: Grossman, P. (2018) (ed.). *Teaching Core Practices in Teacher Education*. & TeachingWorks (2022). *Teacher Education Pedagogies*. University of Michigan. [\[URL\]](#)

ITAP 1 w/b 30th September

- Theme: Positive classroom environments
 - Focus: establishing a supportive, inclusive and predictable environment for learning

Weekly overview

Guidance for the week – overview

	Session 1 0900-0925	Session 2 0930-1100	Session 3 1100-1400 (including lunch break)	Session 4 1400-1500	Session 5 1500-1630
Mon Uni - on campus	University session introduction	University session	Set activities supporting engagement with literature	Peer-to-peer discussion facilitated by academic exploring outcomes from set activities	University session
					1500-1630
Tue School	BSTs observe a range of expert colleagues' practice of the ITAP week focus Focused observation and deconstruction of teaching: observing expert colleague (e.g. mentor) based on the ITAP week focus followed by professional discussion with the same expert colleague to explore their pedagogical choices Critical analysis of learning task 1				Critical analysis of learning task 2 (protected time)
	Session 1 0930-1100	Session 2 1115-1215	Session 3 1215-1315	Session 4 1400-1500	Session 5 1500-1630
Wed Uni - on campus	University session exploring outcomes from observations and linking theory and practice	(Peer-to-peer) collaboratively plan whole class session	Expert colleagues join peer session to explore planning so far and discuss next steps	Peer-to-peer teach aspects of planned lesson	Critical analysis of learning task 3 (protected time)
					1500-1630
Thu School	Prep for taught lesson Teach planned session, observed by mentor, followed by professional discussion with mentor Collaboratively plan, with mentor, another lesson drawing from lesson feedback and reflections to adapt practice based on ITAP week focus				Critical analysis of learning task 4 (protected time)
				1400-1500	1500-1630
Fri School	Prep for taught lesson Teach planned session, observed by mentor, followed by professional discussion with mentor Focused observation			University session - next steps plenary – online	Critical analysis of learning review for submission

Monday (university)

BSTs will be introduced to the focus and expectations of the week

Taught sessions and seminars will focus on the theory and research around the focus of the week.

- Introduction
- Tasks are set which support engagement with literature
- Peer-to-peer discussion facilitated by tutors, exploring outcomes from the set tasks.

Monday – university day

Session 1: Introduction to the week

Aims of the session

1. To know the format and focus of the intensive training and practice week
2. To explore the focus of the week
3. To understand the expectations of the week

Session 2: The actions and pedagogical choices teachers make to structure transitions and develop supportive, inclusive and predictable learning environments.

Aims of the session

1. To explore and critically analyse actions and pedagogical choices available to teachers
2. To understand how supportive, inclusive and predictable environments can support learning
3. To be equipped with a range of possible actions and choices
4. To gain an overview of theory presented in key and further readings

Session 3: Engagement with literature

Set activities supporting engagement with literature (Appendix I)

Session 4: Peer-to-peer discussion

An academic led, peer to peer exploration of BSTs' learning throughout the day based on the following prompts:

1. How could I develop my use of actions and pedagogical choices to structure transitions?
2. How might I balance behaviourist and constructivist perspectives and for what purpose?
3. One question I have about theoretical perspectives / ideas presented in literature is...

Session 5: Observation of transitions

University taught session on observation and analysis of transitions between different learning environments and within lessons.

Aims of the session

1. To understand the observation activities to be completed in school and know how to record them
2. To be prepared to begin writing critical analysis of learning tasks 1 and 2

Tuesday (in school, off timetable)

Tuesday - in school all day.

As suited to the school timetable, BSTs should observe expert colleagues structuring transitions throughout the school day **and** within a whole lesson (KS1 and KS2).

BSTs **will complete three focused observations** throughout the day and should use the prompts in Appendix II to structure their observations and Appendix III to record their observations. The observations can be of the learning and teaching practices of one colleague or a range of colleagues.

All observations will focus on the actions and pedagogical choices teachers make to shape transitions to create a positive, supportive, inclusive and predictable environment for learning.

Observation A (approximately 15 mins)

BSTs will observe a transition from home to school.

Observation B (approximately 15 mins)

BSTs will observe a transition between the classroom and the playground / outside learning environment or another room within the school site (e.g. another classroom or the school hall).

Observation C (40 to 60 minutes)

BSTs will observe transitions made within a lesson (KS1 and KS2).

Each expert colleague observed should have time with the BST for a professional discussion about the observation. This discussion should explore and analyse the pedagogical choices connected to establishing a supportive, inclusive and predictable environment for learning that were made during the planning, learning and teaching processes. BSTs should use Appendix II and Appendix III to support the discussion and analysis and Appendix IV to record key points from discussions.

BSTs will be expected to make connections between theory and practice. At the end of the day, they will have protected time to engage with a task that supports further critical engagement with theory and practice (Appendix VIII).

- BSTs should observe one full lesson taught by an 'expert colleague' and then have a follow up discussion with the class teacher. This involves a deconstruction of teaching; a professional discussion with the same expert colleague to explore their pedagogical choices.
- Additionally BSTs should do 3-4 20 minute observations linked to the ITAP week focus
- BSTs will critically reflect on their observations at the end of the day, noted on Pebblepad

Relevant appendices – supporting documents

Appendix II: Observation prompts for BSTs

All observations will focus on the actions and pedagogical choices teachers make to shape transitions to create a positive, supportive, inclusive and predictable environment for learning.

Observation A

BSTs will observe a transition from home to school.

Observation B

BSTs will observe a transition between the classroom and the playground / outside learning environment or another room between the school site, such as, another classroom or the school hall.

Observation C

BSTs will observe transitions made within a lesson (KS1/KS2).

Prompts:

How are expectations made clear?

Which expectations seem to be understood by all without being stated?

Are there any actions or expectations particular to transitions between home and school?

Which potentially undesirable behaviours are anticipated and how is the learning environment shaped so that more desirable behaviours might be more likely to occur?

How are desirable behaviours recognised and praised and what appears to be the outcome of such praise?

Which actions are taken to signal forthcoming transitions between different phases of lessons to children in advance? Are any adaptations made to support particular children?

How else are transitions between different phases of lessons structured so that there is good use of lesson time?

In more behaviourist phases of lessons what pedagogical choices are made to ensure all children are included and can make progress in their learning?

In more constructivist phases of lessons what pedagogical choices are made to ensure all children are included and can make progress in their learning?

Are any specific scaffolds used to support the focus and rigour of classroom dialogue? If so, how are they used?

What is the role of the teacher when children are talking to each other and constructing their knowledge in groups?

Appendix III: Lesson observation form for focused observation by BSTs

Refer to the prompts in Appendix II to support your observation.

Day/Time:		Subject:	
What is the focus of this observation?			
What do you notice during the lesson? <i>Keeping in mind the focus of your observation, what does the teacher say/do? What do the children say/do? How learning taking place? What does it look like? Remember: there is a lot going on in every part of a lesson! Keep your chosen focus.</i>			
What have you learned? <i>How has observing this lesson/this part of the lesson supported your understanding of this particular focus? No down the aspects of the lesson you will try to bring into your own practice in the next lessons you teach. Are there any follow up activities you now need to take as a result of this observation? Consider how your thinking has changed as a result of observing this lesson/part of the lesson.</i>			

Wednesday (in university)

- BSTs will review learning to date, exploring outcomes from observations and making links between theory and practice
- For the remainder of the day, the BSTs focus on collaborative planning to apply this learning in practice on Thursday and Friday
- School colleagues are invited to campus to support these activities in the afternoon
- BSTs teach aspects of their planned lesson in preparation for teaching in school on Thursday and Friday.

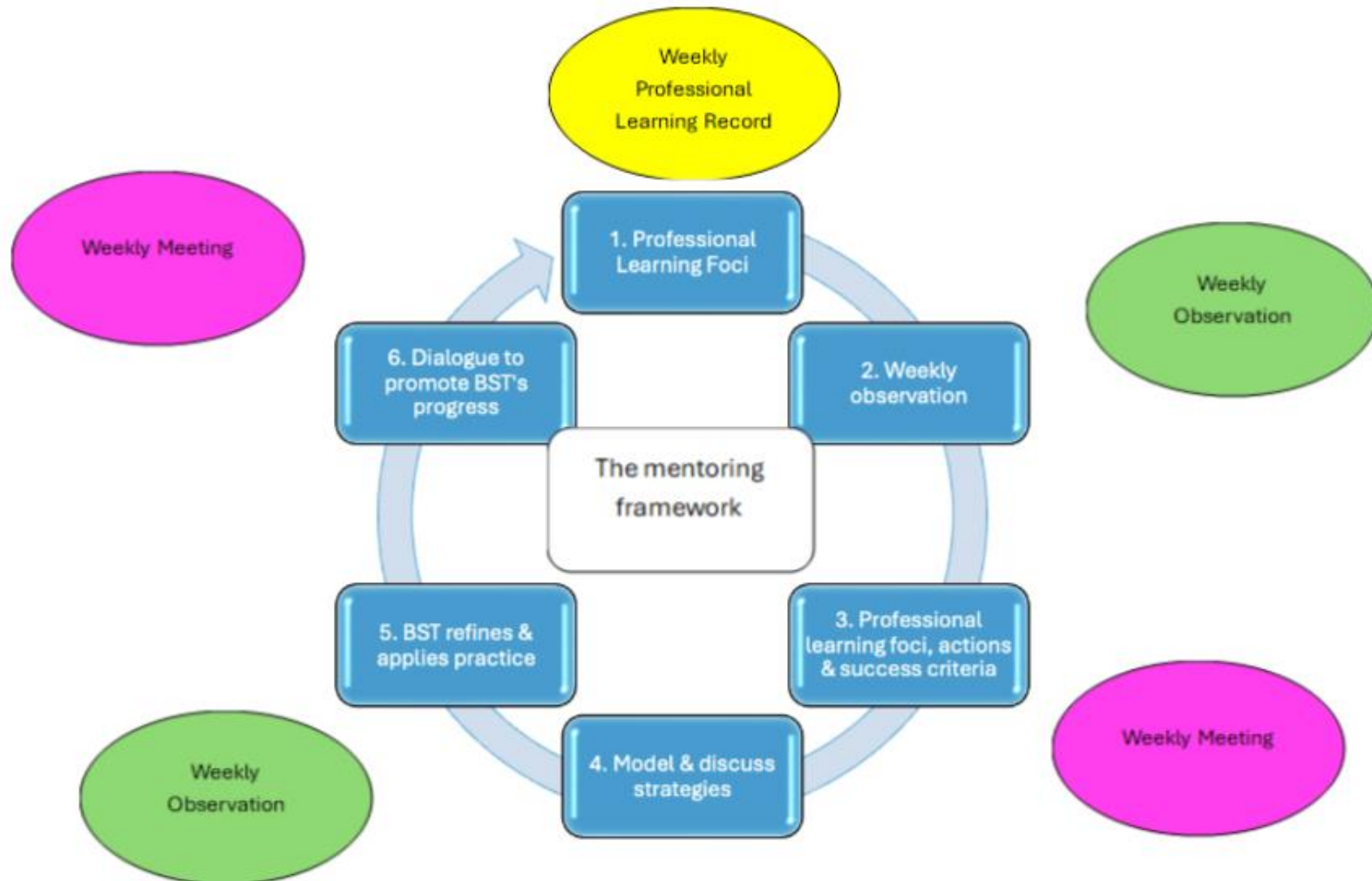
Thursday and Friday (in school, off timetable)

- Activities can be arranged flexibly
- BSTs apply their learning to practice, teaching an observed session on Thursday and another on Friday, refining their practice around the focus of the week each time. Each lesson is followed by a professional discussion with the mentor.
- Collaboratively plan with mentor, another lesson drawing from lesson feedback and reflections to adapt practice based on ITAP week focus
- Agree next steps and reflect on learning from teaching and observations, noting this on Pebblepad

Link tutor visits

Date	Activity and purpose
w/b 23.9.24 to w/b 14.10.24	Link tutor to make initial contact with mentor and BST. Check that key processes and requirements have been understood and documents have been accessed.
w/b 11.11.24 to w/b 9.12.24	Face to face visit to include observation of BST teaching and shadowing of mentor during the post-observation discussion. Quality assurance visit to ensure judgements across the partnership are consistent. Discussion of Phase 1 PRP and any targets or interventions if necessary.
w/b 13.1.25 to w/b 20.1.25	Online visit to include discussion about Phase 2 PRP and targets for Phase 3.
w/b 17.3.25 to w/b 21.4.25	Face to face visit to include observation of BST teaching and shadowing of mentor during the post-observation discussion. Quality assurance visit to ensure judgements across the partnership are consistent. Discussion of Phase 3 PRP and any targets or interventions if necessary.
w/b 2.6.25 to w.b.16.6.25	Online visit to include discussion about Phase 4 PRP and targets for ECT year.

The Mentoring Framework



The PPL

- The Profile of Professional Learning (PPL) is hosted on Pebblepad, our e-learning platform. It is where BSTs demonstrate evidence of learning, refining and applying the ITE Partnership Curriculum.
- By the end of the programme, the PPL will contain a personal record of their learning and progress.
- Ensure you have full access to the PPL on PebblePad and engage with this as the key ongoing system for monitoring, assessing, and reviewing BST's progress.
- Contact the ITE Partnership Office: cbass-po@brunel.ac.uk if there are problems accessing PebblePad.

Reminder: Key procedures and practices

- Weekly meeting: WPLR on PebblePad
- Observation of BST's practice: recorded on the lesson dialogue record (LDR)
- The Progress Review – at the end of each assessment phase.

Dates and deadlines



- Placement 1 dates: 23rd September 2024 - 24th January 2025
- University recall every Wednesday until December 18th 2024
- ITAP for phase 1: w/b 30th September and w/b 18th November 2024
- Assignment dates: 5th November 2024, 7th January 2025. For primary only: 13th January 2025 - presentations.
- Progress review points 29th November 2024 and 24th January 2025

Questions
Key contacts
Thank you



ITE Partnership Office: cbass-po@brunel.ac.uk

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