Brunel University London

Professional Learning Module

Unit 4: The ITE Partnership Curriculum

(Unit 3 asynchronous session - material sent)

Mentor Development

Gwen Ineson & Sunita Babbar

Session overview

1. An overview of the **specific Subject Curriculum** including some of the key ideas BSTs will draw from to inform their practice during their placement.
2. A closer look at the lesson observation form, with a focus on developing **subject knowledge**.
3. Using the **Tracking Progress** document on pebblepad.
4. Mentor/BST **meetings**, **WPLRs**. *What does **effective mentoring** look like?*
5. Support during ITAP week 2: How pupils learn

Dates Placement 1	Professional Orientation module: Procedures and Practices	Dates	Professional Learning module: ITE Partnership Curriculum	Professional Development module: Mentoring Skills	Notes
w/b 16.9.24 (P1)	**For new mentors** Unit 1: Mentoring within our ITE Partnership Online asynchronous 2 hours equivalent	w/b 7.10.24	Unit 3: An understanding of the Curriculum Components and how to support your Student Teacher Online asynchronous 2 hours equivalent	Self-evaluation against the Mentor Standards A selection of self-study modules from the NASBTT mentor development modules. Completed through the year whilst the mentor is in role.	**All mentors** LT visits: 3 hours across placement 1 Units 1 and 2: 4 hours Units 3 and 4: 4 hours 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.
Monday 23.9.24 (P1) 4-5pm	Unit 2: Mentoring procedures and practices for Phases 1 and 2 2 hours equivalent Online synchronous	Dates TBC to take place during w/b 14.10 and 21.10	Unit 4: A deeper understanding of the Curriculum Components through a phase and subject lens Online synchronous/asynchronous 2 hours equivalent		

Split off

Primary	https://bruneluniversity.zoom.us/j/91206717116 Meeting ID: 912 0671 7116 Passcode: 5273225466
Secondary Maths	https://bruneluniversity.zoom.us/j/98415422249 Meeting ID: 984 1542 2249 Passcode: 9435317842
Secondary Science	https://bruneluniversity.zoom.us/j/98439946312 Meeting ID: 984 3994 6312 Passcode: 3792800128
Secondary English	https://bruneluniversity.zoom.us/j/92573688487 Meeting ID: 925 7368 8487 Passcode: 2896629040

ITE Partnership Curriculum

Professional behaviours & responsibilities

Subject, pedagogical & curricular knowledge

How pupils learn

Planning for learning

Adaptive teaching & inclusion

Assessment of pupils

Managing behaviour & the environment for learning

Pupil health & wellbeing

4 C's
Care, collaboration, creativity, critical thinking

Core Content Framework

Local / National Context

Graduate Attributes

BSTs

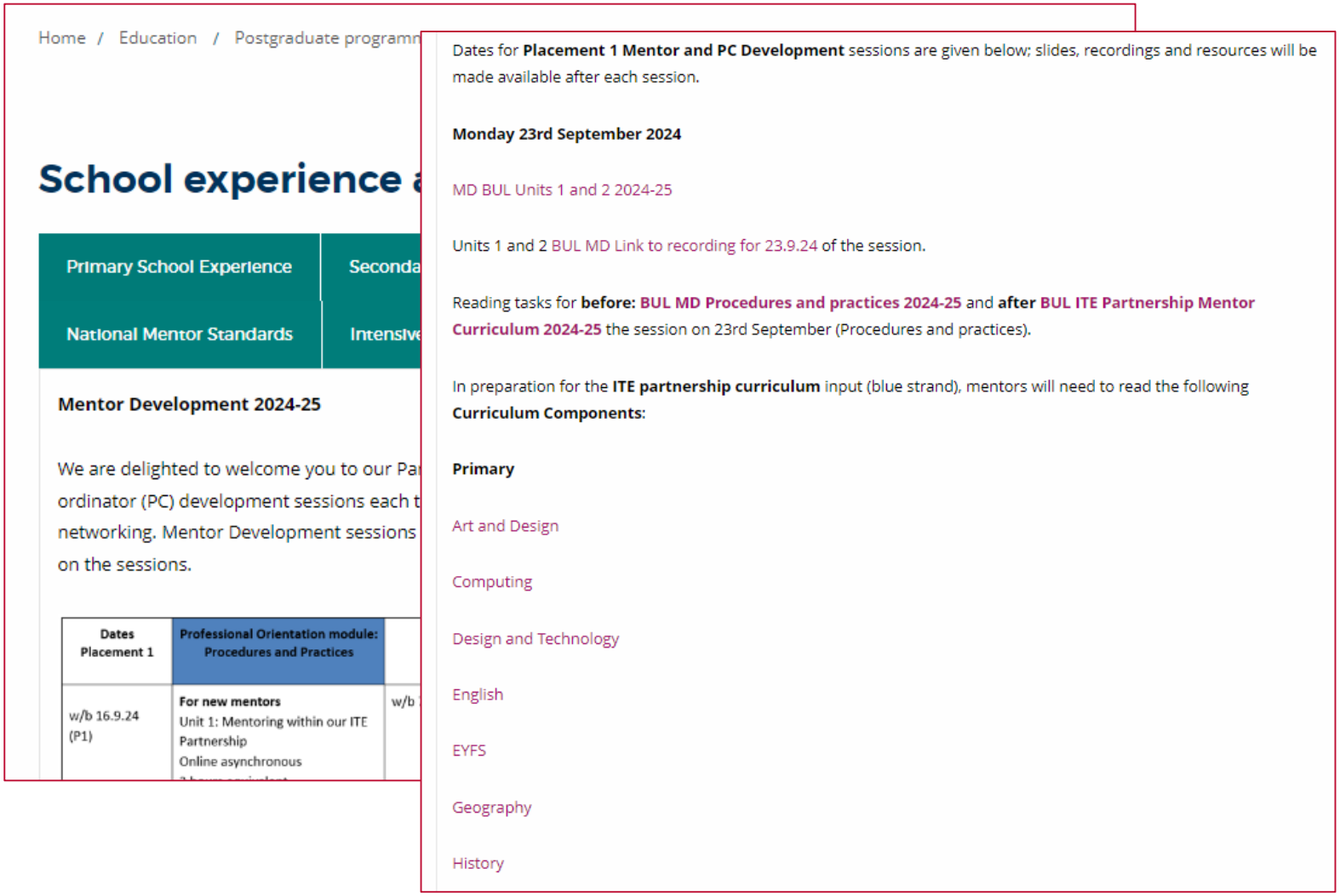
Research / Expertise

Teachers' Standards

Early Career Framework

BATH SPA UNIVERSITY

The Primary ITE Curriculum



Home / Education / Postgraduate programm

School experience a

Primary School Experience	Seconda
National Mentor Standards	Intensive

Mentor Development 2024-25

We are delighted to welcome you to our Pa
ordinator (PC) development sessions each t
networking. Mentor Development sessions
on the sessions.

Dates Placement 1	Professional Orientation module: Procedures and Practices	
w/b 16.9.24 (P1)	**For new mentors** Unit 1: Mentoring within our ITE Partnership Online asynchronous	w/b

Dates for **Placement 1 Mentor and PC Development** sessions are given below; slides, recordings and resources will be made available after each session.

Monday 23rd September 2024

MD BUL Units 1 and 2 2024-25

Units 1 and 2 BUL MD Link to recording for 23.9.24 of the session.

Reading tasks for **before: BUL MD Procedures and practices 2024-25** and **after BUL ITE Partnership Mentor Curriculum 2024-25** the session on 23rd September (Procedures and practices).

In preparation for the **ITE partnership curriculum** input (blue strand), mentors will need to read the following **Curriculum Components**:

Primary

Art and Design

Computing

Design and Technology

English

EYFS

Geography

History

Understanding the ITE Partnership Curriculum

- Subject rationale
- Sequencing the subject
- How mentors can support BSTs in school
- Indicative open access reading

Click on Mentor Development

Activity – breakout rooms:

1. Choose a subject area to focus on
2. Is there anything you would change or add?
3. Read the “How mentors can support BSTs in school” section and identify the ways that you have supported BSTs so far. Is there anything you would add?
4. Consider the readings - do you have any feedback

The timetable – an example

Session and broad aims	ITE Curriculum components	Pedagogical content knowledge development	Key reading	Focus areas (SEND, EAL, behaviour, how children learn, adaptive teaching)
Ma1: Mathematical Understanding • **To be familiar with the key concepts of the Primary Mathematics ITE curriculum.** • **Learn how to develop all aspects of your subject knowledge in primary mathematics (content, pedagogic and curricular knowledge).** • **Know some of the foundational concepts in mathematics and learn how to enable children to master them.** • **To develop an awareness of the aims and structure of the National Curriculum (NC)** • **To be familiar with concepts around 'teaching for mastery'** • **To be aware of the context for the learning and teaching of mathematics, including in relation to equality and social justice.** **CCF Coverage: 1.1, 1.2 1.6, 2.2, 3.1, 3.2, 3.3, 3a, 3d, 4.1**	C1 Professional behaviours and responsibilities C2 Subject pedagogical curriculum knowledge C3 How pupils learn C8 Pupil health and wellbeing	BSTs will explore the use of carefully chosen manipulatives and visual representations to support conceptual understanding and procedural skills. They will also explore the importance of developing mathematical talk and questioning through these key concepts. This aims to develop a deeper understanding of these fundamental mathematical concepts. The session also focuses on how to create a positive learning environment that enables children to develop their mathematical thinking, learn from mistakes and build conceptual understanding. It also establishes the importance of collaboration and discussion. BSTs consider their own mathematical learning journeys and begin to position themselves as teachers of mathematics as well as ongoing learners of mathematics.	• 3-7: Haylock, D. and Cockburn, A. (2017) Understanding Mathematics for Young Children. 5th ed. London: Sage. Chapter 1 • 5-11 and 7-11: Haylock, D. and Manning, R. (2018) Mathematics explained for primary teachers. 6th Ed. London: Sage. Section A and Chapter 2 • Education Endowment Fund (2017) Improving Mathematics in the Early Years and Key Stage 1. Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths • Education Endowment Fund (2017) Improving Mathematics in Key Stages 2 and 3. Available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 • Gifford, S. Griffiths, R & Back, J (2017) Using manipulatives in the foundations of arithmetic: Nuffield Main Report Mar 2017	How children learn Ensure children master foundational concepts. Adaptive teaching BSTs are introduced to the intent of the mathematics curriculum which is underpinned by an inclusive approach to teaching mathematics. BSTs are introduced to the importance of concrete representations, for all children, and for those with EAL or particular learning needs. Behaviour Teachers can create a positive environment by developing pupils' resilience and beliefs about their ability to succeed, and by ensuring all pupils have the opportunity to experience meaningful success.

Lesson Dialogue Record (LDR) – part A

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LESSON DIALOGUE RECORD (LDR)

Part A: To be completed by the Student Teacher before the lesson:

Documents to be provided in advance of the lesson by the Student Teacher:

Lesson plan (to be annotated on by observer)		Resources (as appropriate)	
Information on pupil groups (SEND; EAL; able; FSM/PP)		Seating plan (as appropriate)	
		Annotated version of previous lesson plan and evaluation (as appropriate)	

Name		School	
Subject area		Date of	
Time of lesson		Sequence of lesson	
Observer		Key stage/ Year group	
Teaching space		Number of pupils	

Professional Learning Foci (related to the Tracking Progress Document and taken from the WPLR

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Lesson Dialogue Record (LDR) – part B

Part B: To be completed by the observer after the lesson:

Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to the curriculum components (Professional behaviours and responsibilities, Subject, pedagogical and curricular knowledge, How children learn, Planning for learning, Adaptive teaching and Inclusion, Assessment of children, Managing behaviour and the environment for learning)

Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci.

Comments to inform next week's Professional Learning Foci (to guide discussion in WPLR meeting)

Please also annotate the lesson plan

Discussion and questioning to be included in the post-lesson conversation (a selection):

The post-lesson conversations between the observing member of staff (usually the mentor) and the student teacher are crucial to the process of reviewing progress and considering professional learning foci to support the teaching of high-quality lessons. It is very important, after the lesson, that the observer supports the student teacher in analysing their own practice through the use of effective in-depth questioning, rather than providing a summary of the lesson. The observer should share best practice with the student teacher, but this should take place following the post-lesson discussion.

Discussion and questioning to be included in the post-lesson conversation:

- What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?
- How did the lesson intend to build on the pupils' prior learning?
- What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?
- What did the pupils find difficult? How could you have planned for this differently?

- What questions could/have you used to focus on this curriculum area? (Subject, pedagogical & curricular knowledge)

Developing Subject Knowledge

Subject and Curriculum (Standard 3 – 'Demonstrate good subject and curriculum knowledge')	
Learn that…	**Learn how to…**
3.1 A school's curriculum enables it to set out its vision for the knowledge, skills and values thatits pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. 3.2 Secure subject knowledge helps teachers to motivate pupils and teach effectively. 3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	**Deliver a carefully sequenced and coherent curriculum, by:** 3a *Receiving clear, consistent, and effective mentoring in how to identify essential concepts, knowledge, skills, and principles of the subject.* 3b *Observing how expert colleagues ensure pupils' thinking is focused on key ideas within the subject and deconstructing this approach.* 3c *Discussing and analysing with expert colleagues the rationale forcurriculum choices, the process for arriving at current curriculum choices and how the school's curriculum materials inform lesson preparation.* **And - following expert input - by taking opportunities to practise, receive feedback and improve at:** 3d *Providing opportunity for all pupils to learn and master essentialconcepts, knowledge, skills, and principles of the subject.* 3e *Working with expert colleagues to accumulate and refine a collection ofpowerful analogies, illustrations, examples, explanations and demonstrations.* 3f *Using resources & materials aligned with the school curriculum (e.g.textbooks/shared resources designed by expert colleagues that carefully sequence content).*

End of Phase 1 Assessment

(End of Phase 1: 29.11.24)

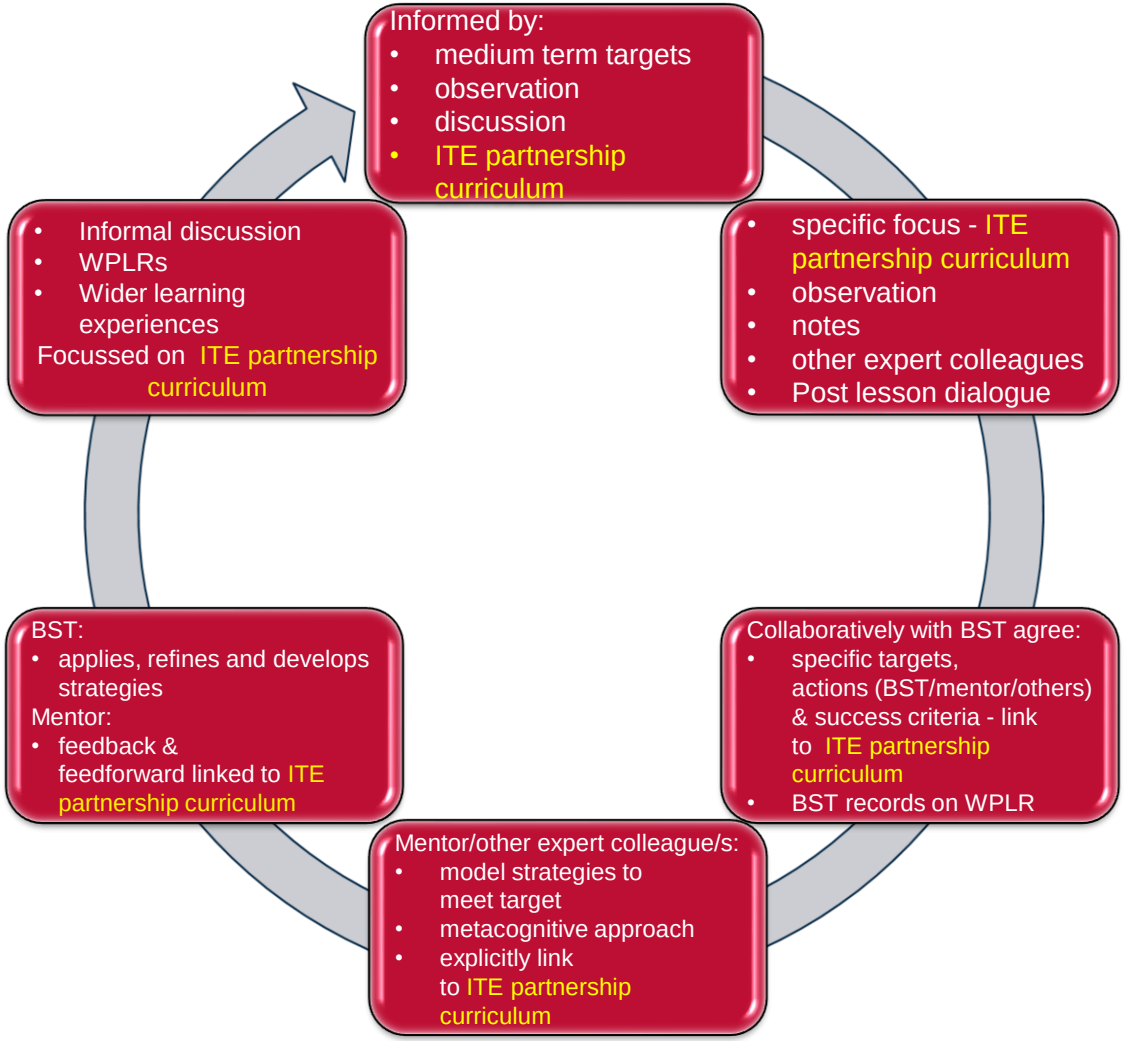
ITE Curriculum Component **2. Subject pedagogical curriculum knowledge** Including: ● Phase specific subject content knowledge (including early reading/phonics and early maths) ● Phase specific subject pedagogical knowledge ● Cross-curricular learning ● Curricular design and sequencing ● Accurate use of verbal and written standard English	Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should: ● Know that reading is comprised of word recognition (decoding) and language comprehension and that children should become readers within a community that promotes a love of children's literature and reading for pleasure. With support, have planned and taught standalone lessons that address specific elements of these. ● If teaching early reading, with support, plan and teach standalone lessons of systematic synthetic phonics, recognising that this supports early word recognition (decoding) and spelling (encoding). ● Know that writing is comprised of transcription and composition. With support, have planned and taught standalone lessons that address specific elements of these. ● Know that pupils benefit from planned opportunities for high-quality classroom talk across all subjects/ areas of learning and that this supports them to articulate key ideas, consolidate understanding, extend their vocabulary and to make appropriate use of verbal and written standard English. Know that paired and group activities can increase pupil success. ● Draw on developing subject knowledge to accumulate a collection of powerful analogies, illustrations, examples, explanations and demonstrations. Using these, plan and teach lessons across the curriculum, recognising that knowledge should be carefully sequenced so that pupils build new ideas upon prior knowledge and master foundational concepts before moving on. ● Know that a school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn. Be familiar with the structure, subjects and expectations of the national curriculum and other relevant curricula; for example, the locally agreed syllabus for religious education. If on the 3-7 route, also be familiar with the structure, areas of learning and development and expectations of the early years foundation stage (EYFS). ● Recognise teaching strategies used by teachers to develop mathematical reasoning and problem solving skills. ● Begin to address learners' questions and misunderstandings using mathematical language, models and images. ● Begin to model mathematical thinking, as a metacognitive strategy, alongside the use of concrete, pictorial and abstract examples to develop conceptual understanding.

End of Phase 2 Assessment

(End of Phase 2: 24.1.25)

ITE Curriculum Component **2. Subject pedagogical curriculum knowledge** Including: ● Phase specific subject content knowledge (including early reading/phonics and early maths) ● Phase specific subject pedagogical knowledge ● Cross-curricular learning ● Curricular design and sequencing ● Accurate use of verbal and written standard English	Through clear, consistent and effective mentoring, during this phase of the curriculum BSTs should: ● By planning and teaching standalone and some sequences of lessons, show that reading is comprised of word recognition (decoding) and language comprehension. Also contribute to a community of reading in which a love of children's literature and reading for pleasure are promoted. ● If teaching early reading, know how to plan, teach and assess sequences of systematic synthetic phonics and recognise how approaches can be applied across the curriculum to support learners to decode and spell fluently. ● Demonstrate an understanding that writing is comprised of transcription and composition, planning and teaching standalone lessons and some sequences which develop specific elements of these. ● Plan some opportunities for high-quality classroom talk to support pupils to articulate key ideas, consolidate understanding, extend their vocabulary and make appropriate use of verbal and written standard English. Know that paired and group activities can increase pupil success, but that to work together effectively, pupils need guidance, support and practice. ● Draw on secure subject knowledge to continue to accumulate a collection of powerful analogies, illustrations, examples, explanations and demonstrations. Using these, plan lessons across the curriculum which build more complex knowledge and skills across a sequence of learning. ● Recognise and begin to plan for the fact that pupils are likely to struggle to transfer what has been learnt in one context to a new or unfamiliar context. ● Begin to include a range of adaptations in planning and teaching to ensure all children can develop conceptual understanding in mathematics and develop reasoning and problem solving skills. ● Anticipate likely misconceptions in the understanding of concepts in all curriculum areas and plan to address these and support children in making progress. ● Use a range of types of questions, including those based on variation, so that children can learn and master essential mathematical concepts. ● Plan for collaborative learning opportunities including those that enable children to act-upon feedback provided about their learning. ● Begin to make connections across different areas of the curriculum and plan sequenced learning opportunities which support children in applying skills and developing conceptual understanding.

Mentoring Framework



Weekly Mentor Meetings

Remember to:

- Focus on what the BST needs to achieve – use the Mentor Cycle to help you.
- Use/refer to the End of Phase assessment documents (on pebblepad) in your meetings.
- Encourage dialogue between you and your BST and avoid a situation where one of you dominates and the other does not speak.
- Support and encourage the BST – remember they're not the finished product – they are an adult learner.

Try to avoid:

- Setting too many targets.
- Assuming what worked for you, will work for your BST.
- Acting on behalf of the BST unless you jointly agree that this is the best course of action.
- Assuming you know what the problem and/or the answer – explore this together and encourage your BST to work through it.

ITAP week 2: How pupils learn (w/b 18th Nov 2024)

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 **University**	University session - introduction	University session	Set activities supporting engagement with literature (reflect on how you can support learning for your focus pupil)	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 (collect first round of data for English, Maths and Science for your focus pupil)				Critical analysis of learning task (protected time) – start analysing data and reflect on key literature shared by subject tutors
	Session 1 0930-1100	**Session 2** 1115-1215	**Session 3** 1215-1315	**Session 4** 1400-1500	**Session 5** 1500-1630
Wed **University**	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 (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 (collect data for English and Maths for your focus pupil)				Critical analysis of learning task (protected time) – continue analysing data and reflect on key literature shared by subject tutors and literature specific on the ITAP focus

Do you have any feedback, suggestions or questions about our curriculum?

Finally

Link tutors:

- **Observation QA visit:** 11th November – week of 9th December - complete checklist; share with mentor and student; student to upload to PebblePad
- **Online meeting:** (or observation visit if agreed in line with support plan) Between 13th and 24th Jan 2025 complete checklist; share with mentor and BST; BST to upload to PebblePad

Key dates:

- End of Phase 1: 29.11.24
- End of Phase 2: 24.1.25