

Professional Learning Module

English

Mentor Development

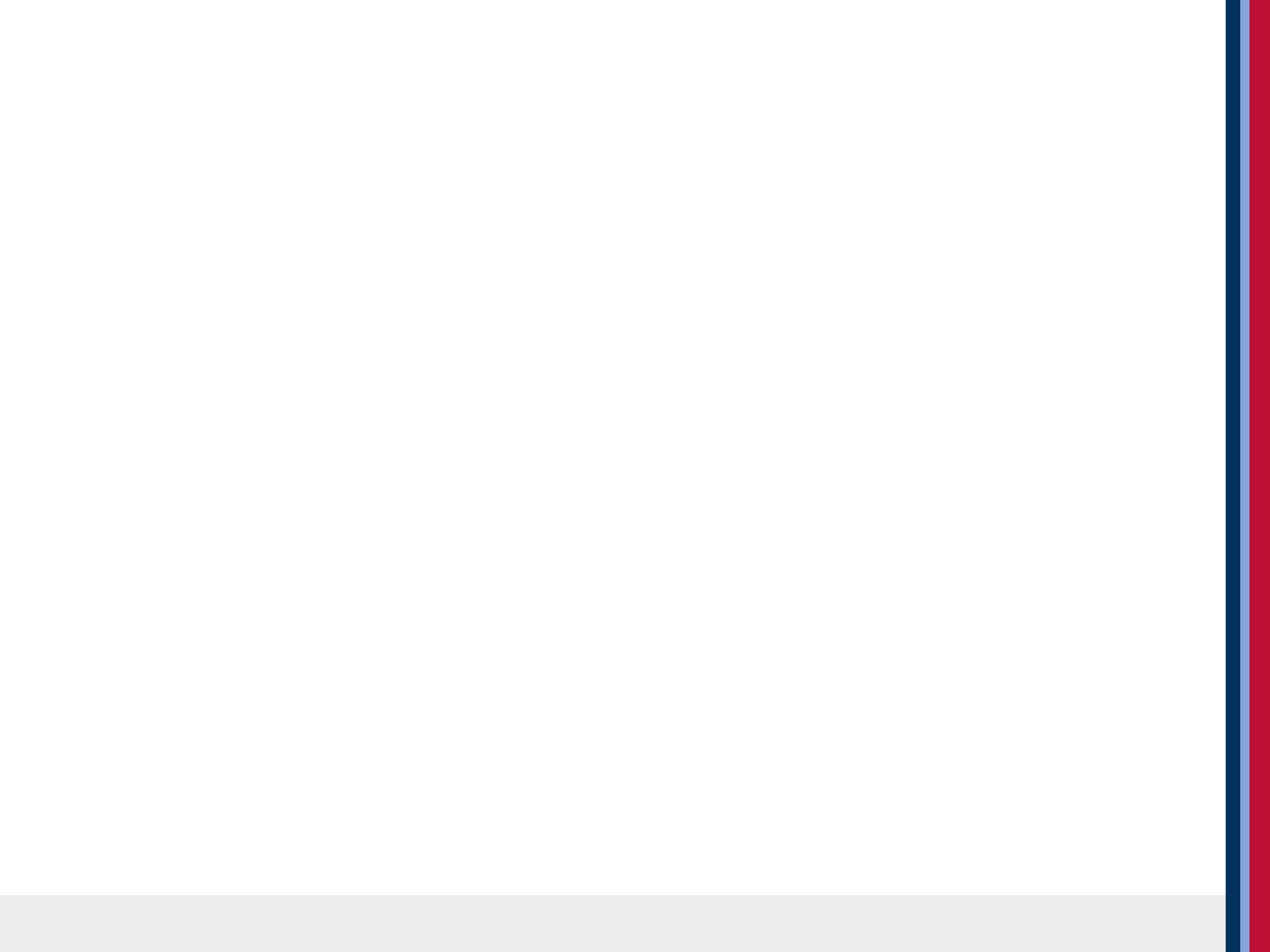
Session Content

- 1. Understanding the ITE English curriculum and how this complements/builds on the core curriculum.**
- 2. Supporting BSTs to develop their practice in line with the BUL curriculum**
3. A closer look at developing subject knowledge and pedagogy.
4. Q & A

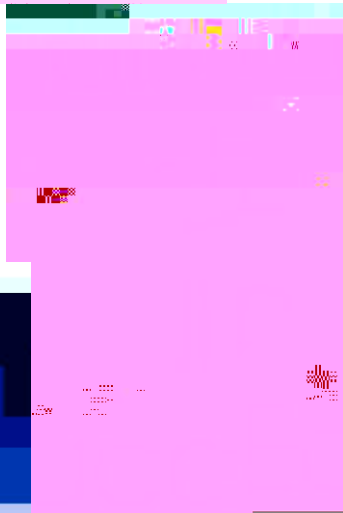
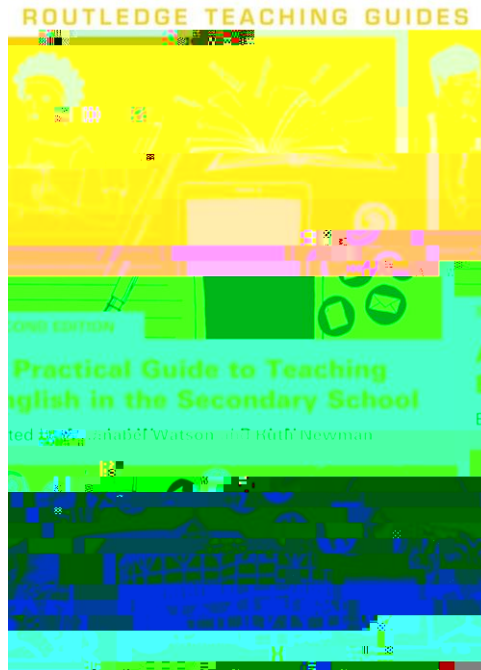
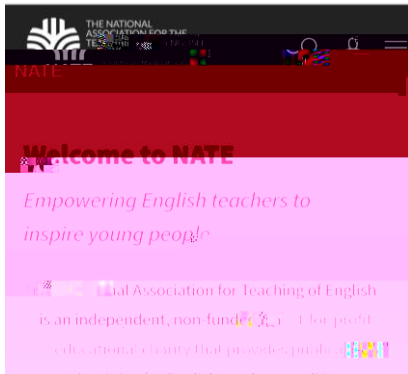


1. Understanding the English ITE curriculum: *Intent*

1. to develop deep knowledge of all areas of English: speaking,

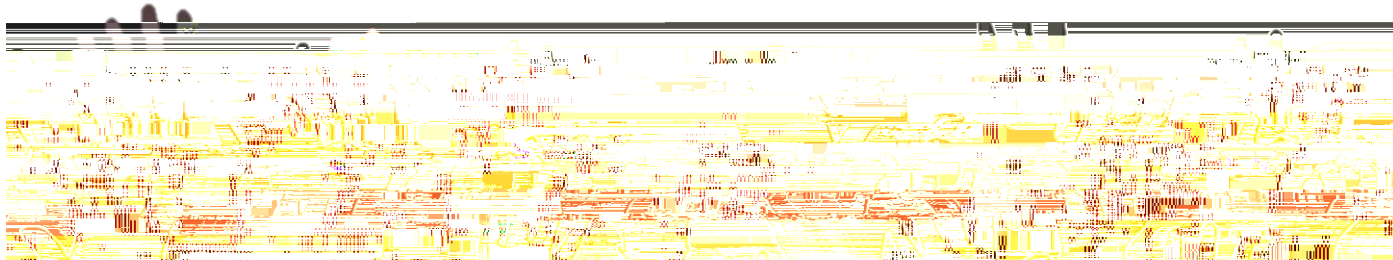


Research underpinning the English ITE Curriculum



Being an English Mentor with Brunel university

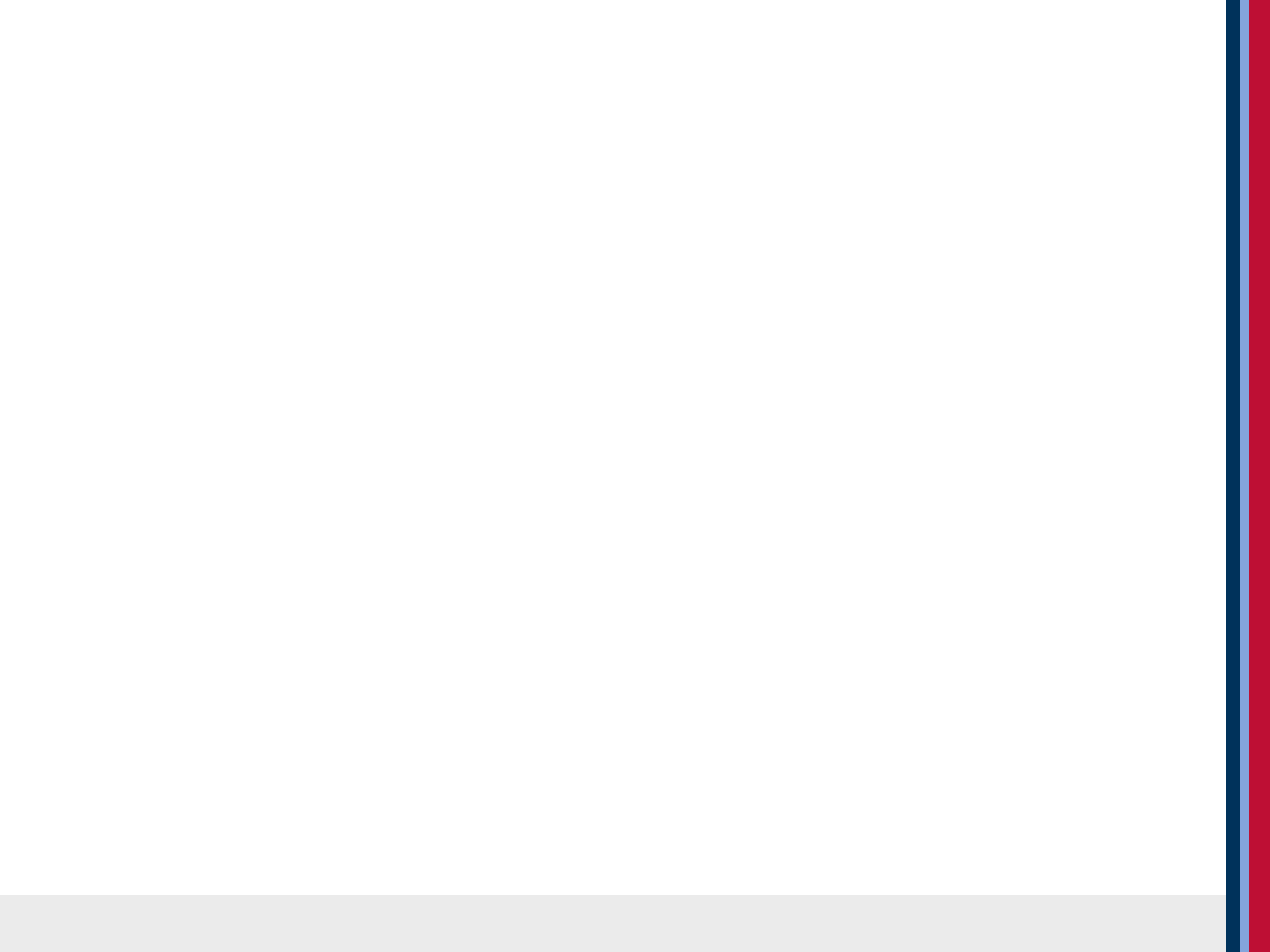
Do you have any feedback, suggestions or questions?



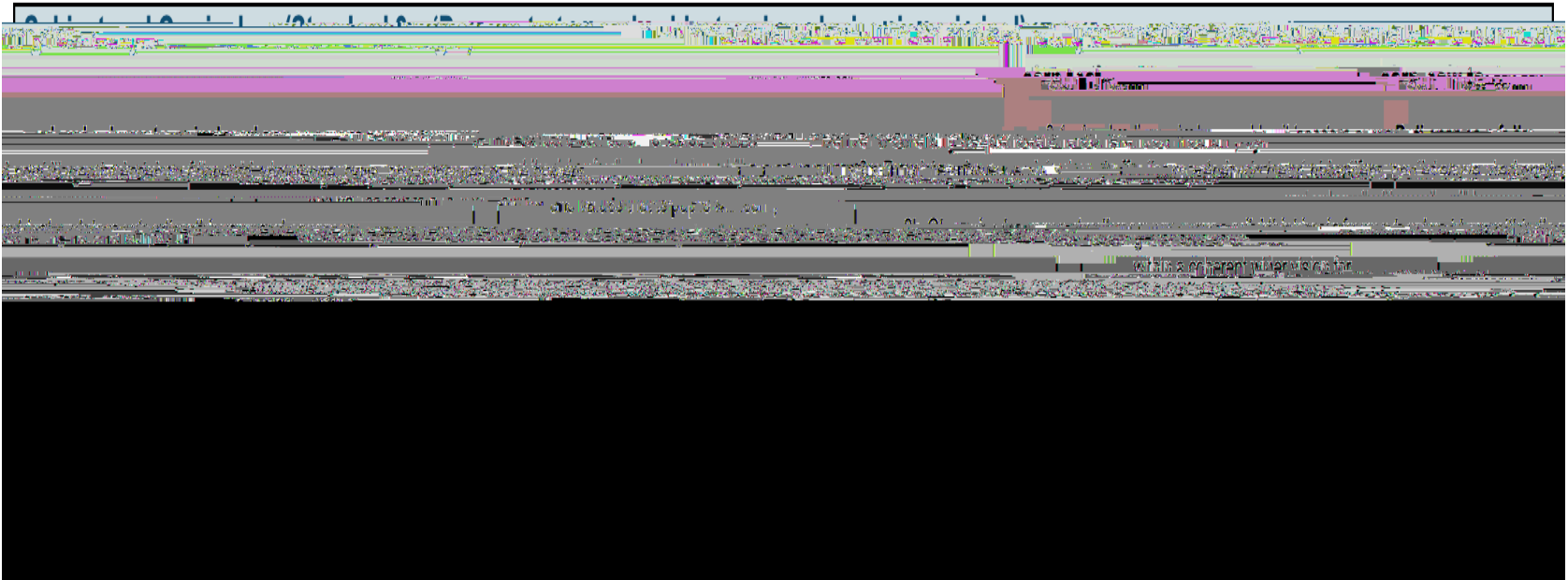
The four phases

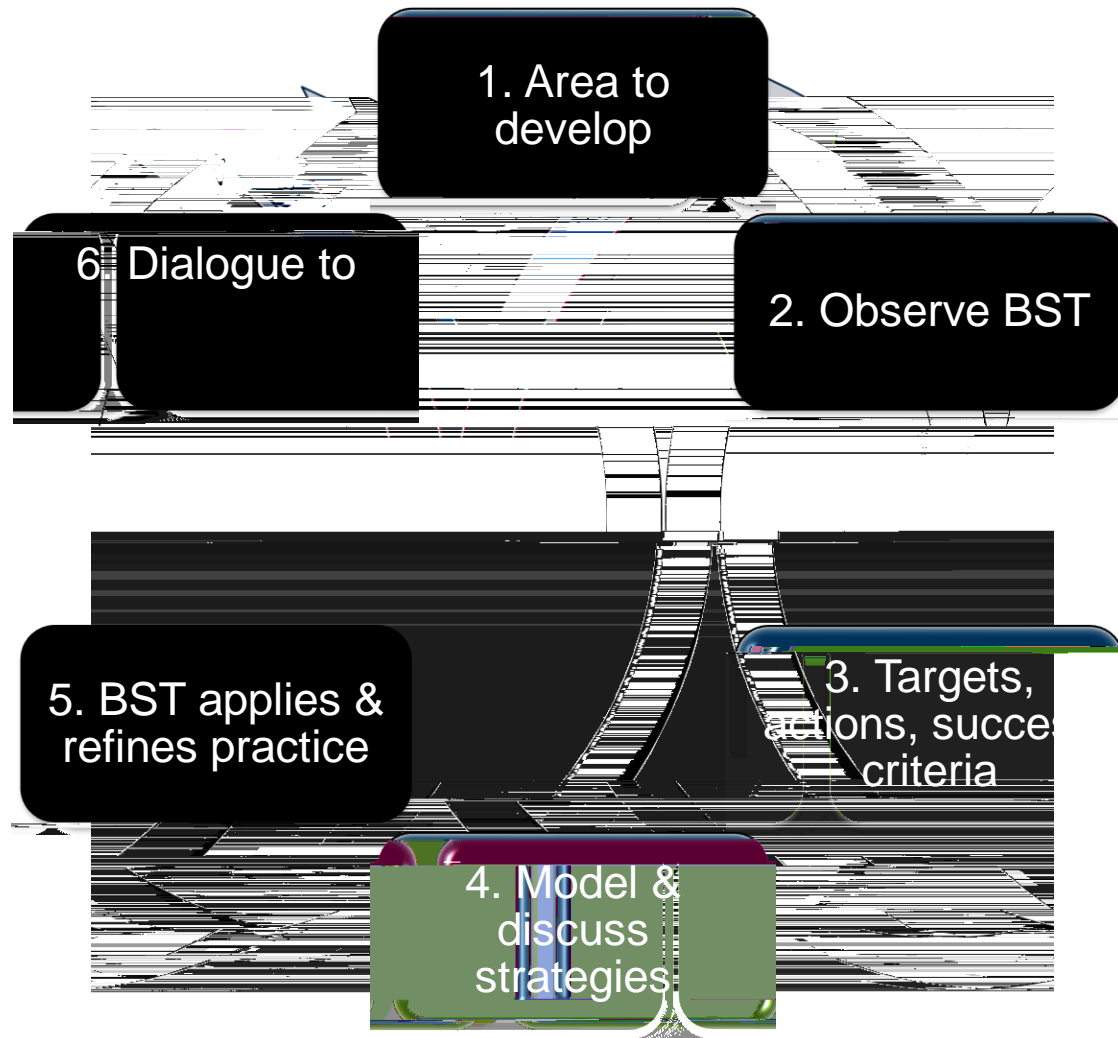
Placement 1	Placement 2
Phase 1 Monday 23 rd September Friday 29th November	Phase 3 Monday 27 th January Friday 25th April
Phase 2 Monday 2 nd December Friday 24th January	Phase 4 Monday 28 th April Friday 27th June





Developing Subject Knowledge





Supporting BSTs to develop their practice in line with the BUL curriculum

Daily support and collaborative planning

Weekly *timetabled* mentor meeting

WPLRs

Collaborative target setting

Observations (of the BST)

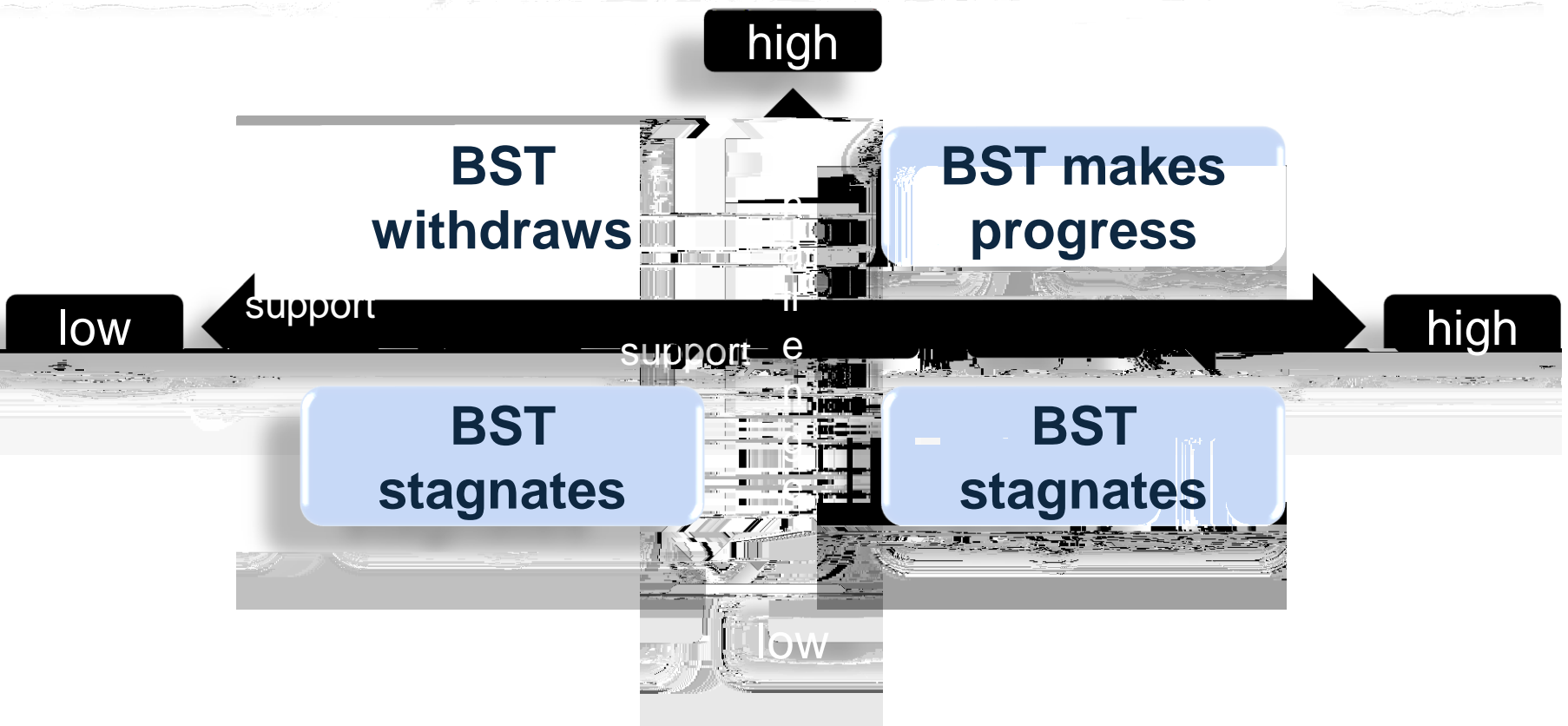
Observations (by the BST)

Modelling good practice/sharing expertise

Ambition and enrichment opportunities



Support vs Challenge



Adapted from Elliott and Calderhead (1993)

Weekly Mentor Meetings



Teacher characteristics

The Transmissive Teacher

- < The teacher is the expert in their subject
- < Expects to impart knowledge to students.
- < Teacher talk is a means by which s/he imparts information, or asks questions to check what students know.
- < Regards knowledge as an aim.
- <
- < Asks students questions to which s/he already knows the answer.
- < Teacher talk dominates.
- < Classroom dialogue is almost always teacher-pupil-teacher.
- < Decides who shall speak, when they shall speak and the value of what is spoken.

The Interpretation Teacher

- < The teacher is the facilitator of learning, understanding their subject but seeing learning as having limitless possibilities.
- < Knowledge is a construct; it has different forms and people construct it differently.
- < Regards talk as an important process of learning; ideas are discussed, clarified and opinions changed/challenged.
- < Regards knowledge as an outcome.
- < Students are an essential resource in learning.
- < Ask student open questions that are problematic, with many or no answers.
- < Sets activities where students are encouraged to talk. In fieldwork, students research data and discuss them.
- < Operates a variety of dialogues many of which may be pupil-pupil-pupil.
- < Manage who speaks by using ground rules for discussion; students give feedback from fieldwork are valued.

Indicative open access reading

Eaglestone

schools. Available at:

[schools - Eaglestone - 2020 - Impact - Wiley Online Library](#)

Kneen

at: [Teaching Key Stage 3 literature: the challenges of accountability, T\(hing \)25\(P A\)MCIDing \)25\(P A](#)