

Brunel University London Initial Teacher Education Partnership

Mentor and PCM Development Session 3

2023-24

Placement 1 School Experience

Mentoring v Coaching what are the differences?

Judgementoring

- 1.
- 2.
3. What learning has taken place against the intended learning outcomes? What proportion of pupils achieved these outcomes? Why?
4. What did the pupils find difficult? How could you have planned for this differently?
5. Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?
6. How did you use questions to check and support learning, as well as extend learning?
7. How did you adapt the learning for pupils in the class? How did these strategies help the pupils?
8. Would XXXX (pupil) have responded differently/made more progress if you had set up the task differently?
9. How did you know what the pupils learnt in the lesson? What strategy was most successful for this?
10. What other methods of assessment could you have used?
11. What were the key areas of subject knowledge required for this lesson?
12. What possible/common misconceptions did you plan for?
13. How did the pupils respond to the sequence of learning activities?
14. How did the pupils respond to you?
15. What strategies worked well to engage the pupils?
16. Could you have dealt differently with the incident with XXXX (pupil)?
17. What do you feel was positive? What were the strengths related to your identified professional learning foci?
18. Can you identify what you did that contributed to the positive outcome?
19. What areas would you like to work on?
20. Which parts of the lesson went well and why?
21. What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?
22. What are the implications of this in relation to identifying Professional Learning Activities (PLAs) to focus on next?

**Taken from the back page of
the Lesson Dialogue Record**

What might cause you to think a student may need support and

The Support and Intervention Process

Area of concern	Examples
Behaviour for Learning and Class Management	policy and is unable to ensure appropriate learning environment
Pedagogy: How Pupils Learn, Classroom Practice and Adaptive Teaching	misconceptions
Curriculum and Subject Knowledge	Is not sufficiently confident in their subject knowledge to model relevant vocabulary appropriately.
Assessment	Does not use information from assessment to inform subsequent planning
Professional Behaviours Personal and Professional Conduct	Is consistently late arriving to school and is not sufficiently prepared for teaching

Please give names below:

Please comment on progress made on agreed targets identified in the action plan

Name

Name

Link Tutor

Name initiated by

University Personal Tutor/Subject tutor

Date: Current strengths of student's work

Outcomes of review:

Measure date

Nature of concern (in relation to areas of the curriculum)

Outcome

Actual progress towards goals (Analyses targets, agreed outcomes of progress)

Targets and strategies for

Professional Development

Signature

Sharing experiences from one school of approaches to mentoring

PCM

Initial contact with the student teacher via email.

Tour of the school and Induction.

Check-

