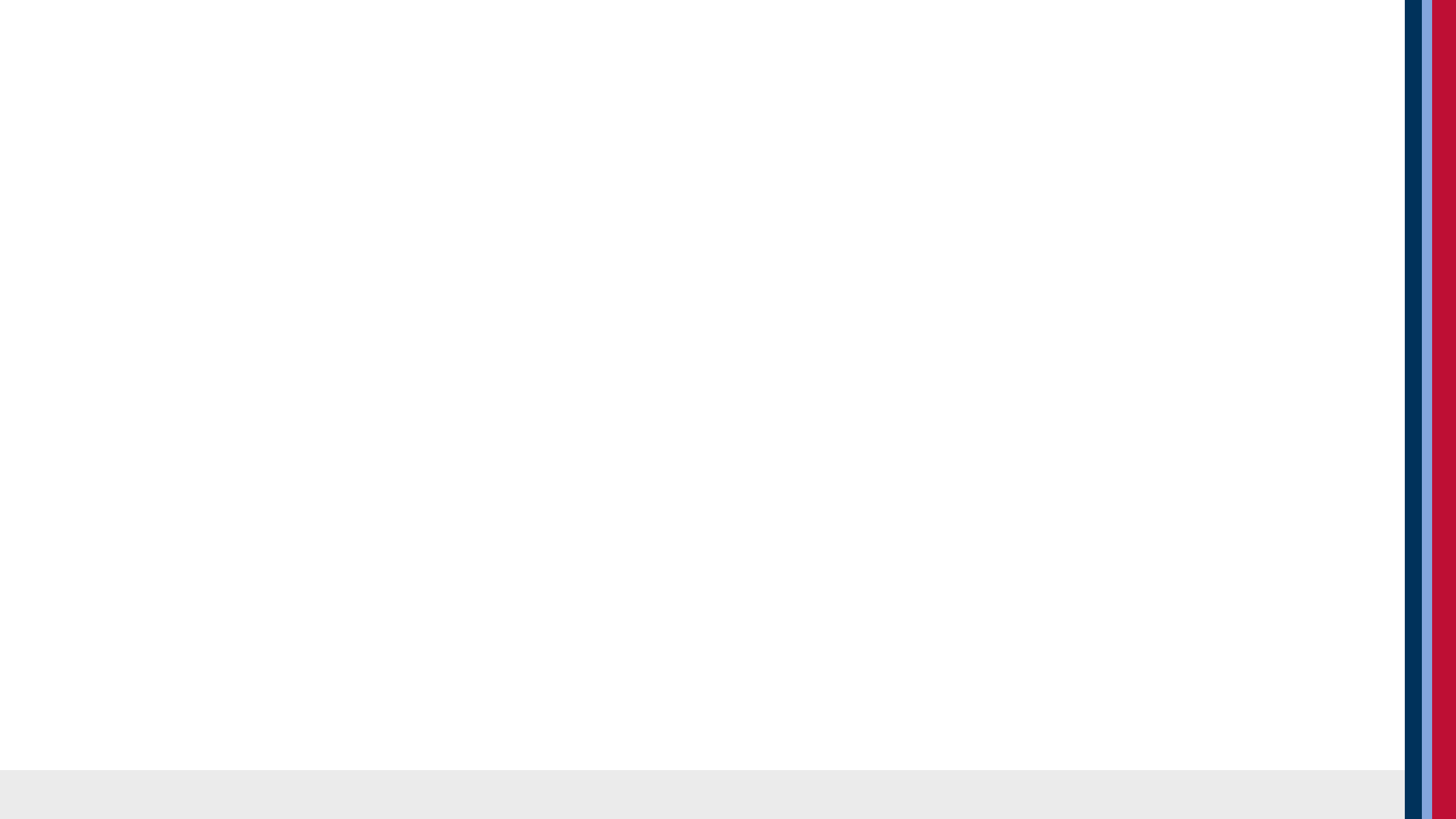


Brunel University London Initial Teacher Education Partnership

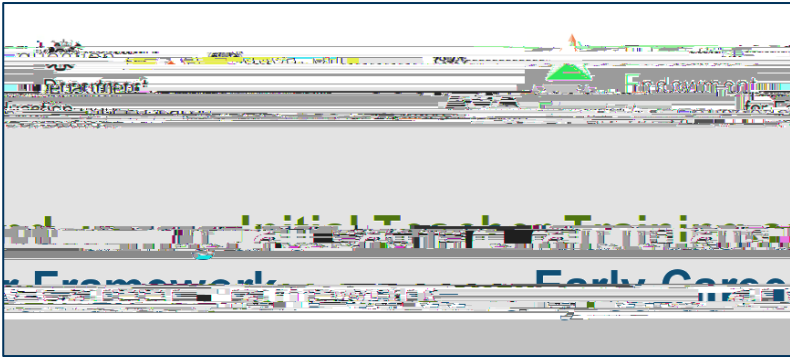
Mentor Development Session 1

2023-24

Placement 2 School Experience

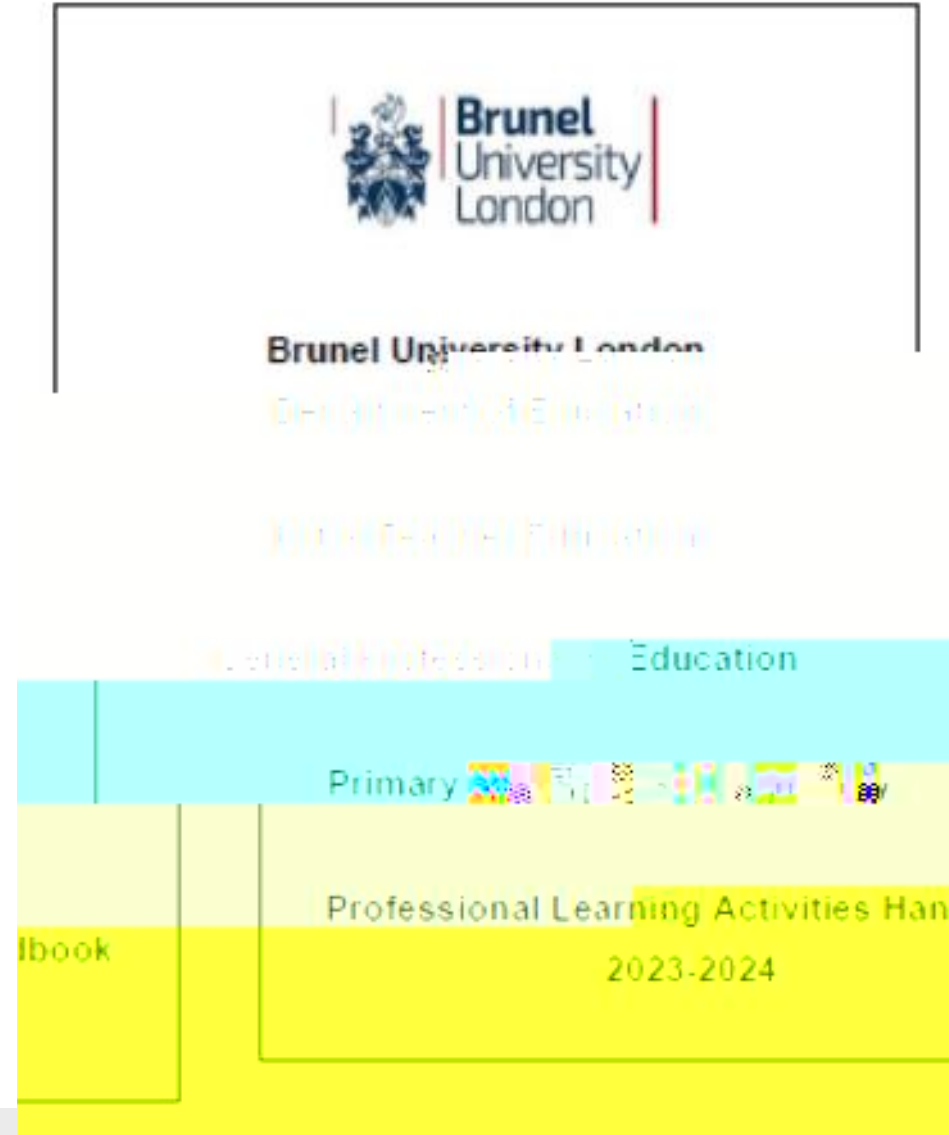


ITT Core Content Framework and the Brunel Curriculum



Please note that this document was updated in January 2024 . there are differences since our current students started in September 2023.

https://assets.publishing.service.gov.uk/media/65b8fa60e9e10a00130310b2/Initial_teacher_training_and_early_career_framework_30_Jan_2024.pdf





Professional Learning Activities

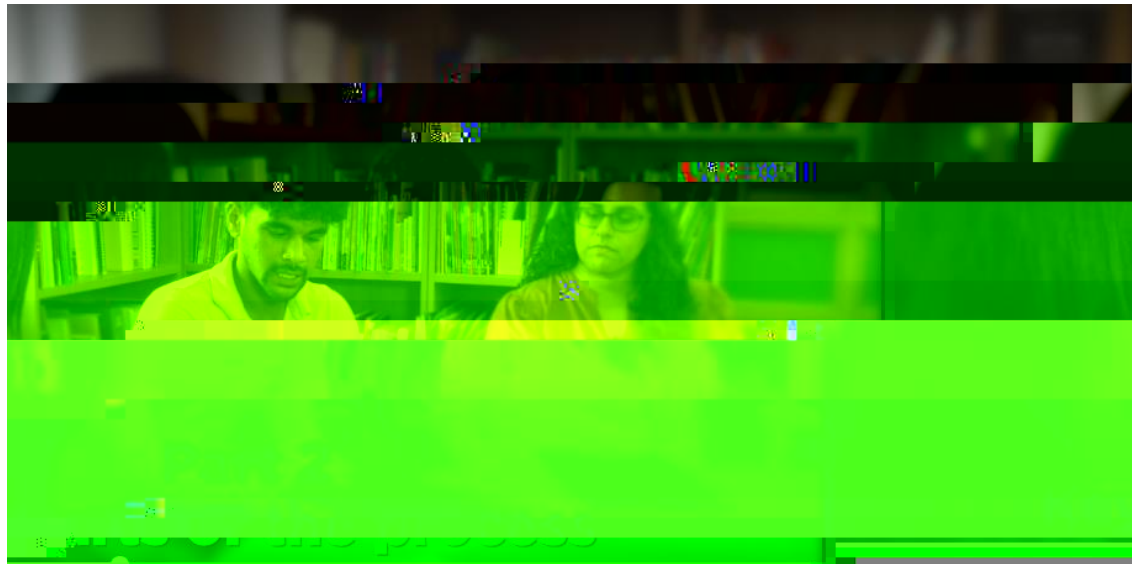


Activity:

In groups, please look at the extract from the ITTECF and the section from the GPE session. Consider what you do in school.

Can you see any potential gaps?

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



DISPLAYING RESULTS BY CREATED DATE (OLDEST FIRST)

Item	Created
Weekly Professional Learning Board 4/yr 14 10 21	Created: 16:12 on 14-Oct-2021
	Created: 15:38 on 01-Nov-2021
	Created: 15:46 on 08-Nov-2021

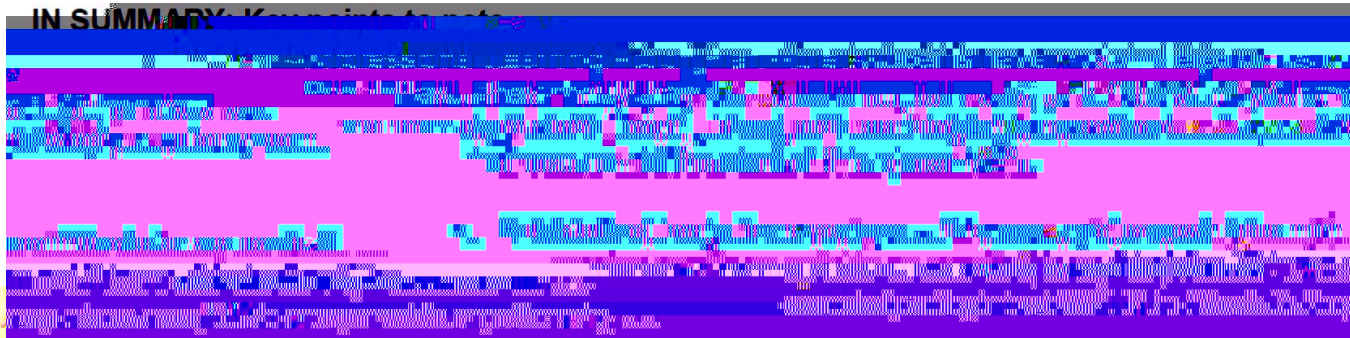
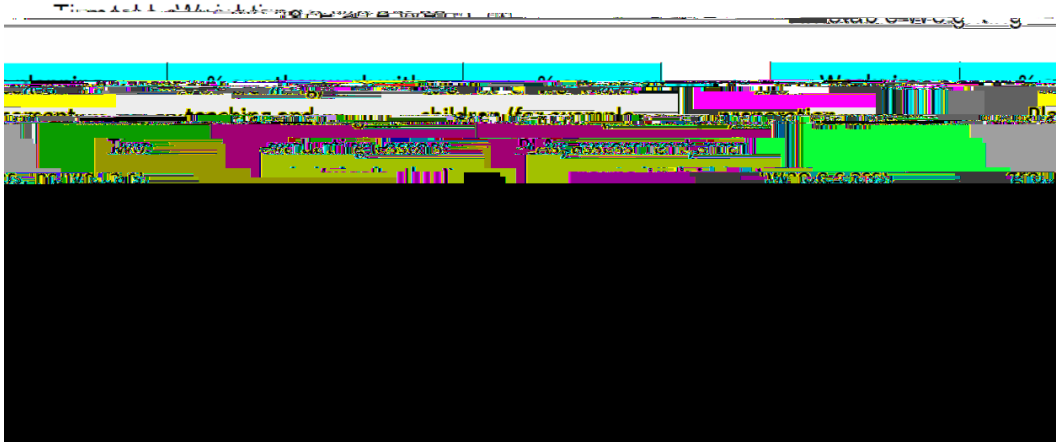
How can we track progress? How can we decide upon personal

Roles and Responsibilities – mentor/PCM/Link Tutor



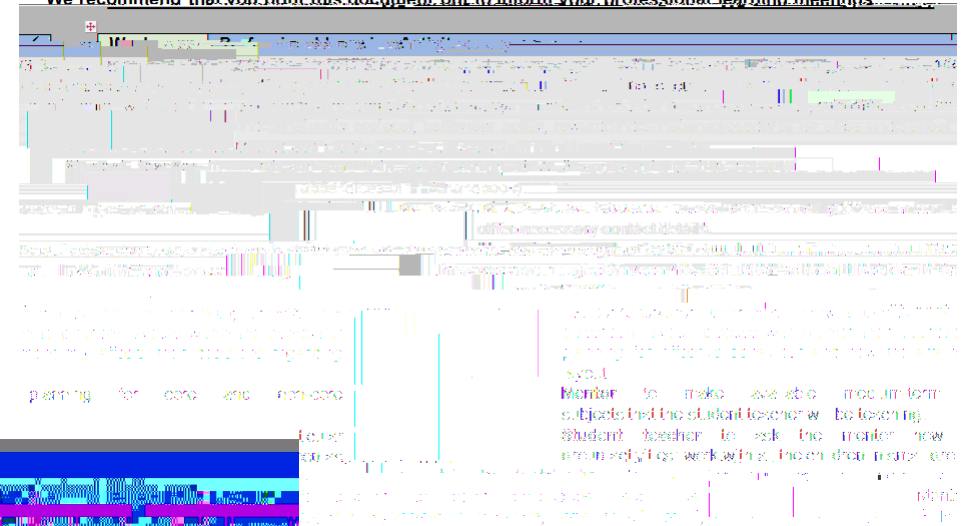
10.2.2 Section 2: Roles and Responsibilities	
Partnership.....	11 Overview of Roles and Commitments across the Partnership.....
.....	15 The Mentor.....
.....	25 The Link Tutor.....
11 Quality Assurance of the Partnership	
11.1 Introduction	
11.2 Student Checks and Childcare Referrals	19
11.3 Cases and Academic Concerns	20
11.4 Absence from University	20
11.5 Parents	20
11.6 Attendance	20

Primary Induction – what will the first few days look like?



Appendix 2: Placement 2 – key professional learning points

We recommend that you print this document out to inform your professional learning meetings



Primary First Formal Observation in Week 4: w/b 25th March

Secondary – what will the first few days look like?

Timetable Weighting: Placement 2

The weighting post induction to the end of Placement 2 will be as follows:

Number of lessons	Number of sessions per week	Weighting	Number of sessions	Weighting
25	20	3	3	20
25	20	4	3	6
30	24	3	3	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 2024 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



Support can be accessed from:

Partnership Office: Sharon Grey cbass-po@brunel.ac.uk

How Brunel Learns (Student & Doctoral Learning)

Learn the way you...

Learn how to new...

Classroom Practice (Standard 4 – “Plan and teach well-structured lessons”)



Adaptive Teaching (Standard 5) – Adapt teaching to meet the needs of all pupils, including those with SEND

The slide contains the following text:

- understanding of different barriers to learning, including their impact on pupils with SEND effectively.
- supporting pupils with SEND effectively.
- identifying pupils who are struggling to progress or learning.
- broken down into:
- Adapting teaching in a responsive way
- Identifying pupils who are struggling to progress or learning.
- Using use of Assessment for Learning (AfL) to identify pupils who are struggling to progress or learning.
- have distinct and identifiable learning needs.
- This content is intended to be used as a guide and not a prescription.

The slide also features a large black circle highlighting the bullet point: "Adapting teaching in a responsive way".