

University of Worcester Primary Partnership Team - Lead Mentor & Class teacher training – Autumn 2019



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What shall we explore today?

1. “Welcome back and thank-you” – this year’s priorities
2. Overall changes
3. The Electronic RP – E-RP (Pebblepad) orientation
4. Grading
5. Observations and feedback
6. Difficult conversations

THE ONE Worcester Partnership

THE

The curriculum (Foundation subjects, Phonics, PE)

High quality assessment & feedback

Ensuring consistency - assuring quality

ONE

Offering leadership opportunities at all levels

New courses for professional development –
reviewing and refreshing the portfolio

Enabling skilful behaviour management



Change

Electronic E-
RP
(Pebblepad)

Electronic
device used
by tutor

Complimentary
Strengths of the
CT/LM & SE
tutor utilised

QTS evidence
- observations
& weekly
reviews (no
bundles of paper)

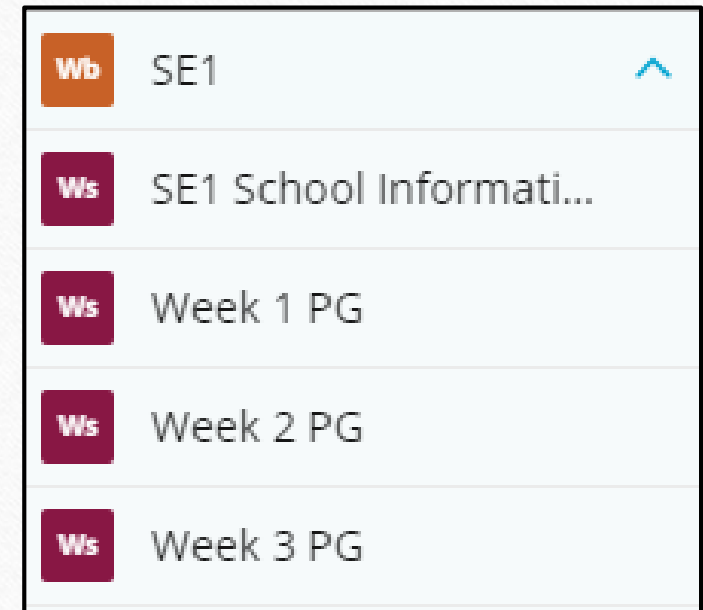
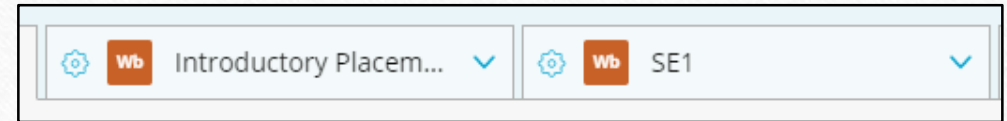
Observations
focussed on
weekly
targets

No
midpoint
grade in
SE₁ for core
PGCE

Early SE₁
orientation
placement
for PGCE
core

The electronic RP - basics of pebblepad

- We have structured the reflective portfolio via labelled, click on 'tabs' e.g. 'Student details', 'Observations' to make it simple to navigate.
- Some 'tabs' have a 'drop down' arrow which enable you to see other labelled pages e.g. Week 1, Week 2...
- The expectations of each placement are recorded for each week with boxes to tick so everyone knows what has been completed
- Mostly students just type in their weekly reflections and press 'Save'.



- Observations are uploaded by the student.
- UW colleagues have access to these portfolios for QA purposes.

So what do I do?

- The student will send you a link so that you can gain access.
- As last year, please sit with the student to complete the weekly review each week (online completion). There is a clear focus on pupil progress.

Student Details | Introductory Placem... | SE1 | Meeting the needs p...

Weekly Reflection

Please give an example and reflect on the impact on children's learning this week.

What? (Describe the example)	So what? (Why is this example demonstrating impact on the children's learning?)
<input type="text"/>	<input type="text"/>
Now what? (What will you do next? How will this influence your planning, teaching and assessing?)	
<input type="text"/>	

Strengths

Using the Meeting the Teachers' Standards statements identify your strengths.

Identified strengths	Teachers' Standards
<input type="text"/>	<input type="text"/>

Areas for development

Using the Meeting the Teachers' Standards statements identify areas for development for next week.











Areas for development (maximum 3 per week)	Teachers' Standards
<input type="text"/>	<input type="text"/>

COMPLIANCY – remember to complete the attendance grids with your student each week.



Attendance Log

Please tick full day OR am (only) / pm (only). Detail any absences / late attendance below.






		Full day 	AM (only) 	PM (only) 
		2pts	1pts	1pts
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Look at the 'Meeting the standards' grids to enable you and your student to make judgements.



TS1

Set high expectations which inspire, motivate and challenge pupils

	Emerging 	Met 
	0pts	0pts
a. Establish a safe and stimulating environment for pupils, rooted in mutual respect. 	With support is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.	Is able to establish a safe and stimulating environment for pupils, rooted in mutual respect.
b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. 	With support is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	Is able to sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	With support is able to demonstrate the positive attitudes, values and behaviour which are expected of pupils.	Is able to consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.

It is the identification of the **difference the trainee's teaching makes to pupil's learning** referenced to particular Standards that should drive the targets set for the trainee (NASBTT: training and assessment toolkit 2017)



'best fit' model

Procedures – grading

The bulleted subheadings should *not be interpreted as separate standards* in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard

Teachers' Standards (2013)

‘... assess trainees against the standards in a way that is consistent with what could *reasonably be expected* of a trainee teacher prior to the award of QTS’.

Teachers' Standards (2013)

Procedures – grading



Student to bring 'evidence' to CT each week of how they have achieved their target e.g. Maths books

Additional support page to help accelerate progress by offering more support opportunities

What would I expect from a **student** graded 'consistently embedded'?

What does 'consistently embedded' mean?

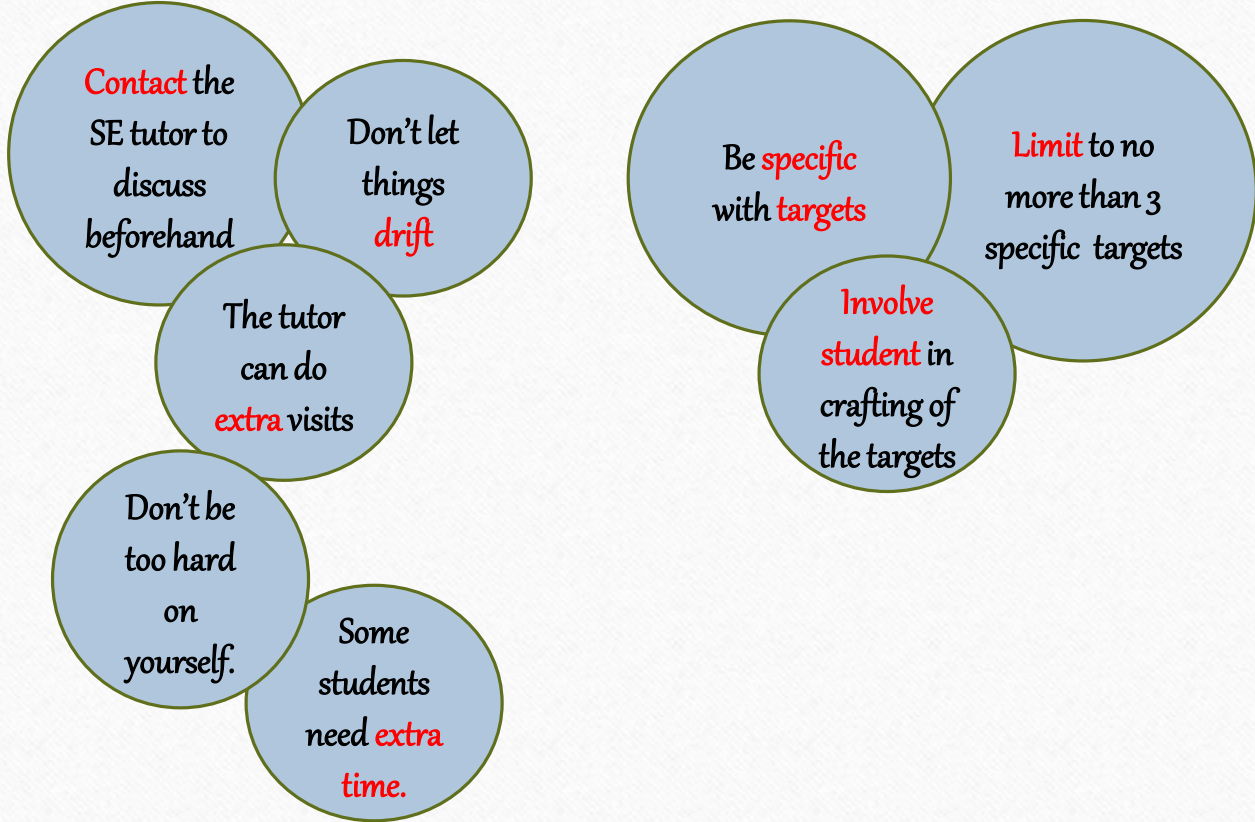
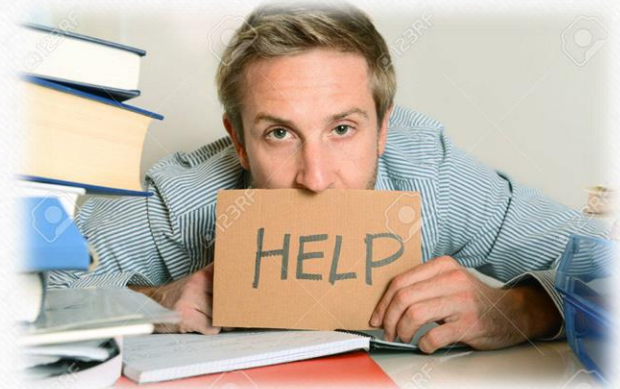
How might I enable a student to embed knowledge and pedagogic approaches consistently?

Excellent in every way, staff, children and school all made me feel very welcome. Class teacher took a lot of time to ensure I was **on the right track**, gave me plenty of opportunity to **engage in any areas of professional development** and **planned the timetable often around what I needed to teach** or **areas I needed to develop** in.

(PGCE trainee feedback after SE1)

How to deal with additional support (and a **targeted support*** situation)

Again this is all online. Just make sure the SE tutor & university are involved please.



Overall, I have enjoyed this placement greatly and I have developed a lot over the last 7 weeks. In terms of personal progression, this was a quality placement for me, measured in my successes during my time at school and the **constructive feedback** that I have received.

(PGCE trainee feedback after SE1)

Observations and feedback



- Utilise each others **considerable expertise** – class teacher/mentor student knowledge/SE tutor moderation and overview
- Watch a part of the lesson THEN discuss and **jointly agree & (electronically) record the feedback** THEN revisit the lesson. Remember to consider pupil progress linked to the specific weekly target.
- Feedback to the student – CT/LM with support from the SE tutor. Student engagement in discussion about the learning.
- Tutor will email the documentation to the student post visit. Student to upload to E-RP

Difficult conversations - Case studies – how might you deal with these?

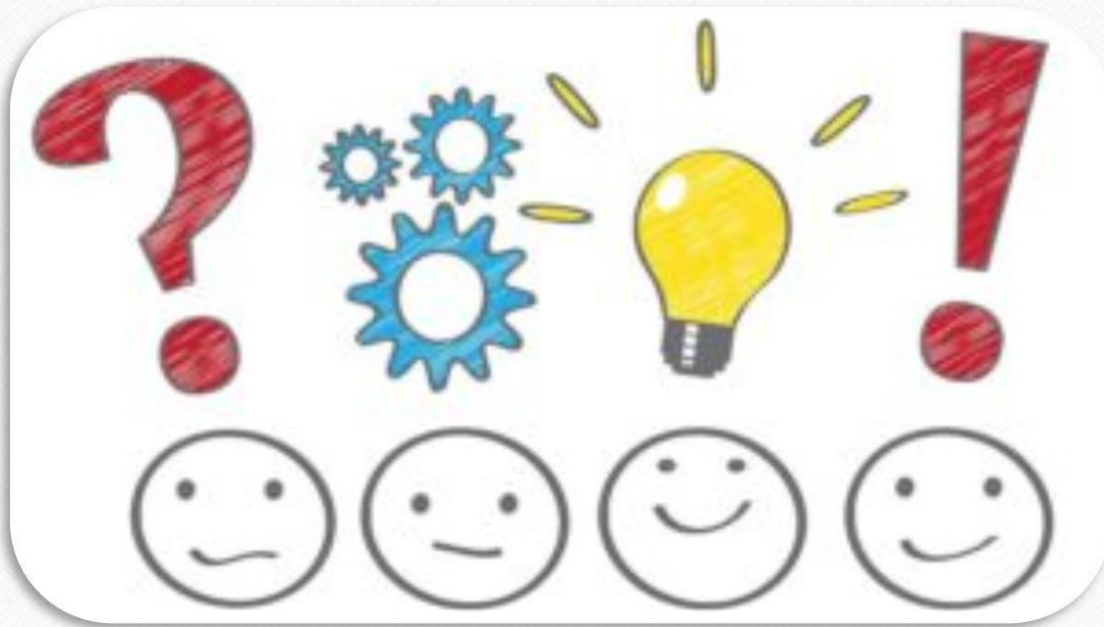


- Your PGCE student sends you a friend request on Facebook. You accept and see inappropriate photographs and content.
- As mentor, you have been asked by the year 1 teacher to observe an UG3 student on their final placement. The class teacher feels the student is struggling, the student tells you that the class teacher “expects too much of her” and complains she has not been given her PPA time.
- The first term PGCE student that you have placed in the year 2 class tells his teacher he is ‘very dyslexic’. The class teacher feels he is struggling with phonics sessions but doesn’t know how best to support him.
- You have a paired UG1 placement in the year 4 class. One trainee is doing really well the other trainee is struggling. How do you support the class teacher to enable this to be successful?
- You overhear an Undergraduate student talking to a TA in the staffroom. The student is using inappropriate language.
- You check the attendance record of your PGCE2 student. They have had two days absence thus far due to ‘a sickness bug’ but their attendance record sheet evidences that they have 100% attendance.
- As mentor, you realise your class teacher colleague hasn’t been having a weekly review with their student.

Take a little **time** to look and discuss – any questions?

The school handbook &
other resources

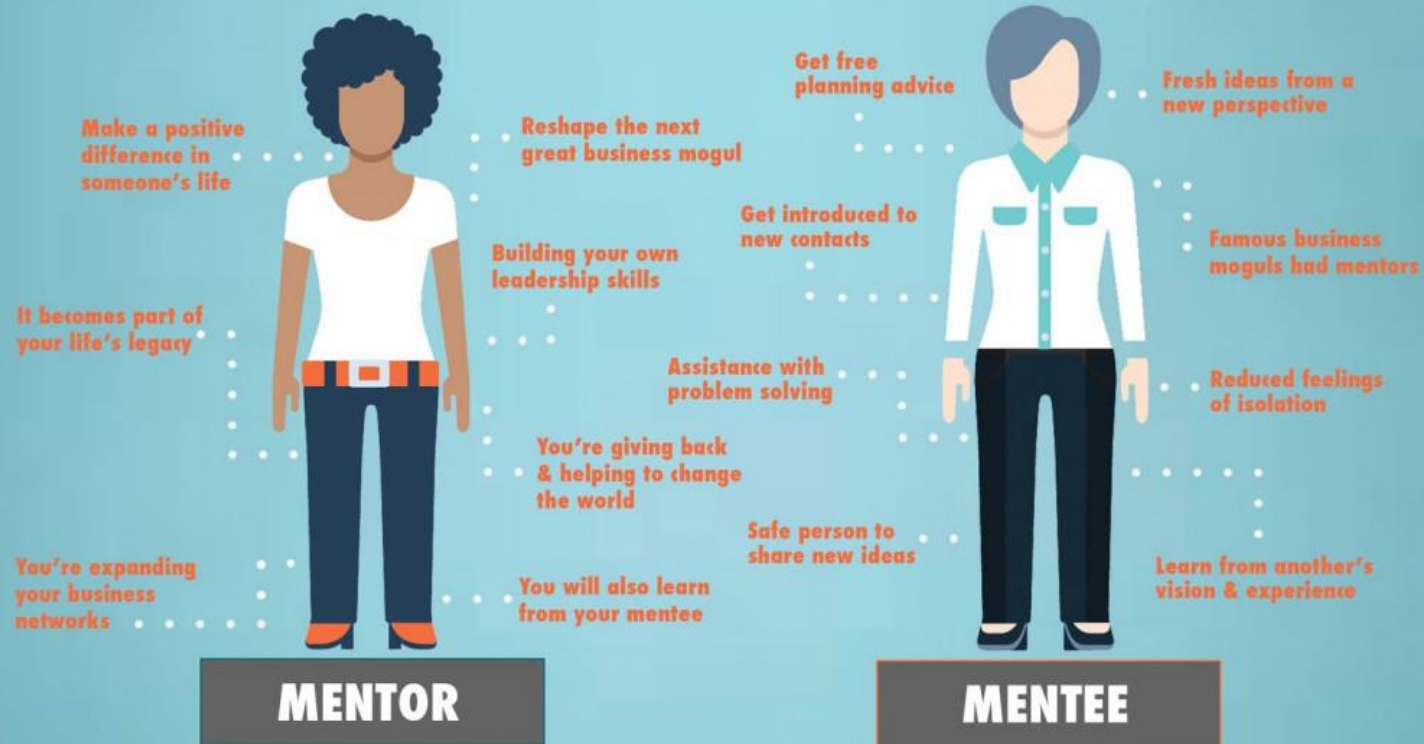




Time for questions and queries...

WHY MENTOR?

Mentoring is rewarding for the mentor and the person being mentored, often referred to as the mentee. There is no age requirement to mentor. Many older business startups welcome experienced mentors of all ages. Sign up to mentor someone today. And if you think you'd benefit from a mentor, don't hesitate to reach out and apply.



Just for
you...

<https://pin.it/jx7h6qls7oi0th>



A little **homework**? (As you have nothing better to do...)



Lofthouse, R. (2017) *Improving Mentoring Practices through Collaborative Conversations - A Thinkpiece Working Paper*. Leeds Beckett University CollectivED ; The Hub for Mentoring and Coaching. Available at:

<http://eprints.leedsbeckett.ac.uk/5253/1/CollectivEd%20Dec%202017%20Issue%201.pdf>

(Accessed: 12 September 2019).

Thank-you for your incredible support!



I received fantastic **support** throughout my SE. My class teacher, who was also my lead mentor, provided me with so much **guidance** and **assistance** when asked. Despite her also having so many other jobs to complete, due to her being the Early Years Manager and Safeguarding Lead at the school, she would always **100% make time for me**. I couldn't be more grateful.
(PGCE trainee feedback after SE1)