Mentor Briefing

5th October 2022

Review

- How are things go?
- What's going well?
- Any issues?

So far

Building to planning, teaching and evaluating up to 4 lessons a week

Observing expert colleagues using Curriculum map overview document

Starting to track key pupil

Completing reflective tasks

Subject audits

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.
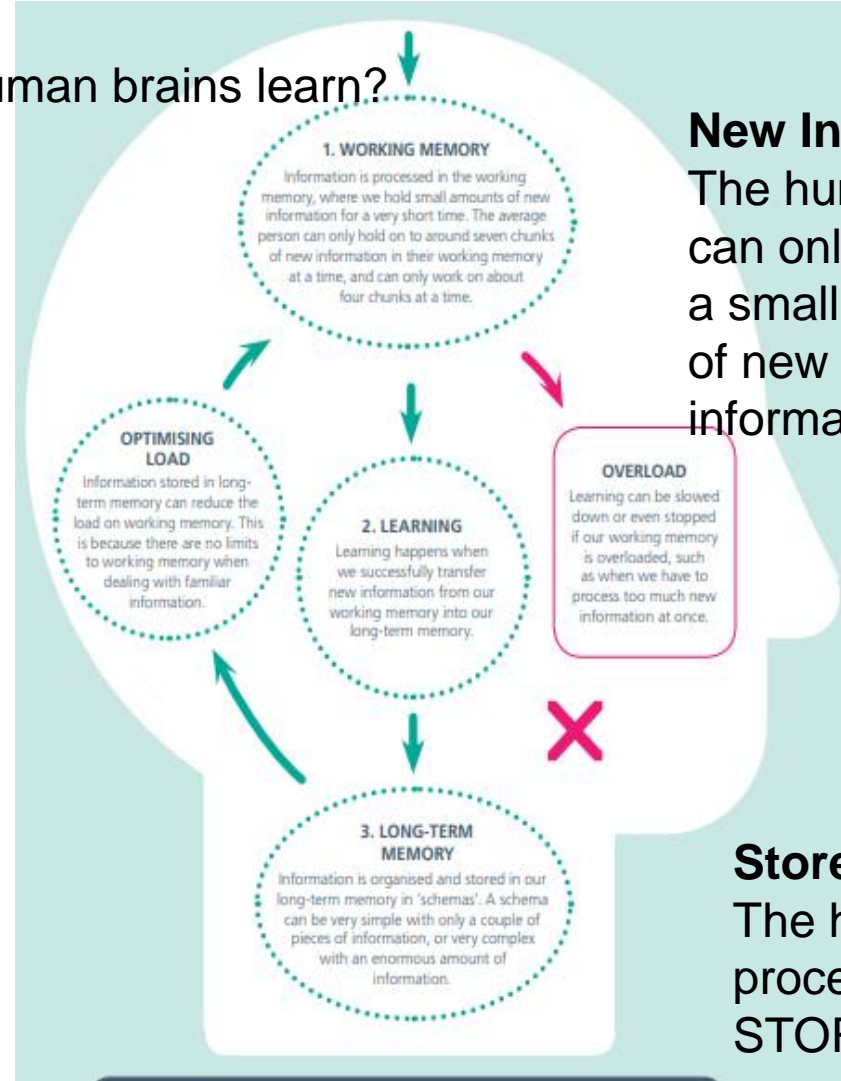
10 WEEKLY & MONTHLY REVIEW

WEEK 1 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Memory

How do human brains learn?

New Information
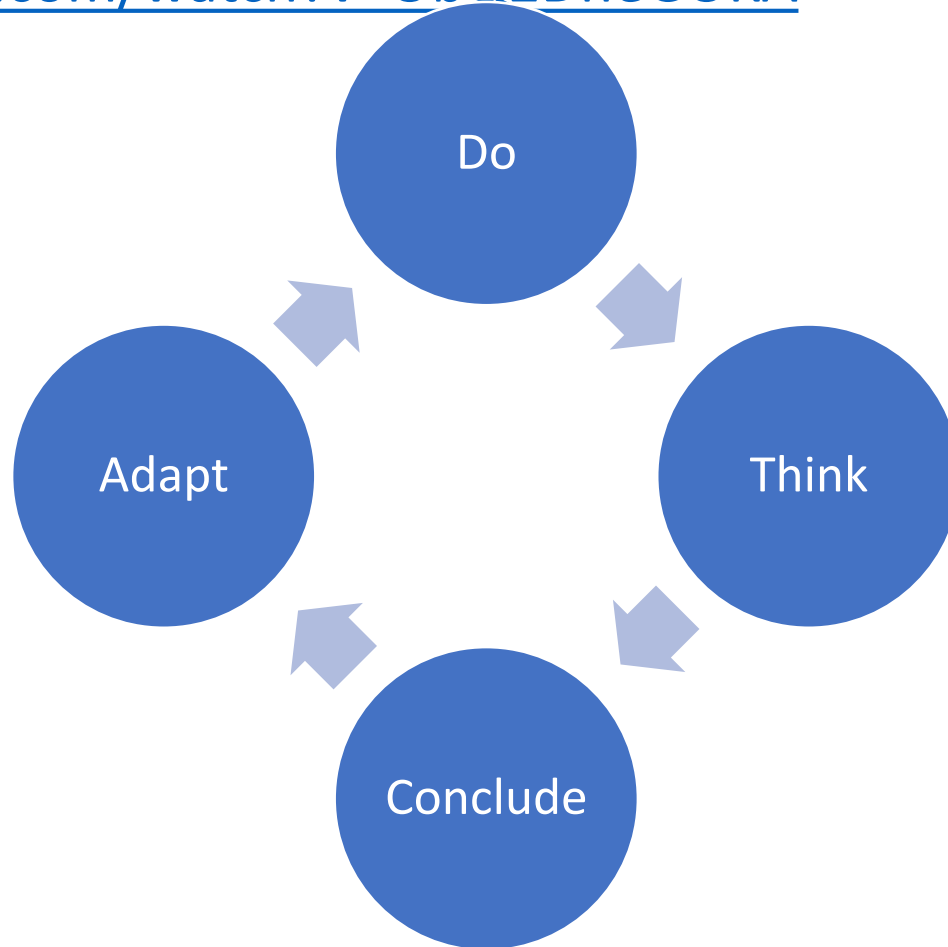The human brain can only process a small amount of new information

Stored Information
The human brain can process large amounts of STORED information at once

Reflection Theories

David Kolb: Experiential Learning

https://www.youtube.com/watch?v=ObQ2DheGOKA

Observations of Expert Colleagues

How Rosenshine's principles are applied

- Observing expert colleagues balance exposition, repetition, practice and retrieval of critical knowledge and skills.

- Observe expert colleagues increase challenge with practice and retrieval as knowledge becomes more secure

PE example

Lesson Reflections of own lessons

- WWW
- EBI
- Gibb/Kolb reflective cycle

Critical Analysis

Analysis is the process of breaking a complex topic into smaller parts to gain a better understanding of it. An example of this would be exploring the reasons behind a pupil not understanding a concept.

An unanalytical approach might just say that they weren't ready to understand the concepts being taught.

A more critically analytical approach might break down the issue into a number of factors that might have influenced the pupil's inability to understand. These might include:

- the pupil's previous learning and understanding

- the way the concept was presented

- the context of the lesson (time of day, previous lesson, the pupil's mood)

- the way the teacher assessed the pupil's understanding.

Low level disruption example

How far do you think your teaching approach was successful?

What were the pupils doing, feeling, thinking or saying – or what were they able to do by the end of the lesson/unit – which told you that your approach was successful?

Did your approach work better for some than for others?

Can you think of a small adjustment that you could make for next time, that might make the approach more successful for other pupils?

Ongoing Action Plan

SMART targets

Specific

Measurable

Achievable

Realistic

Time – long, medium, short term

Ongoing Action Plan 2021

SMART Target Relate to Teaching Standards and CCF	Action To Be Taken Discussion with expert colleague	Timeline	Resources/ support	Success Criteria and review

Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress
Week 1 **Set goals that stretch and challenge the most able pupils**	**S1b) Is able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. (Link to standard 5)**	• For every taught activity, identify goals to stretch the more able on your planning and share the Learning Objectives and Success Criteria with them. • Make a list of differentiation strategies used to engage the more able in lessons you have observed. • Choose two strategies used in an activity you teach and evaluate them. Where they successful? Did they enable the more able children to make progress?	Nov 5th	*Remembered to share the LO and SC in all but one activity. Put at top of children's worksheets & on IWB. Amazed by number of ways to differentiate my teacher uses! Tried using different resources and a range of questions to stretch the more able It made the session run more smoothly.* *Taught activities were much clearer to children. Good variety of resourcing enabled G and T. Child A to make better than expected progress.*
Week 1 **Brief support staff effectively so that they can facilitate pupil learning and have a positive impact on pupil learning.**	**S8c) Deploy support staff effectively**	• Observe and note the range of activities support staff carry out during lesson time. • Discuss your observations with your teacher and how they communicate their requirements to support staff to ensure they carry out their role effectively. • Find time to talk about the role with your support staff and make notes about what they need to know for reference at a later date	Nov 5th	*Really useful to concentrate on TA role in a lesson. They are very busy people! I managed to meet our TA at playtime to chat about her role. This was really helpful and I think we can work together well.* *This task will certainly help you to work with our TA effectively. Remember to plan her in for next week.*

Targets	Links to Standards	Actions to be taken	Target Date For Achievement	Review Of Target & Comment On Progress	Signature of Trainee, PT, AT or PPL and Date
Week 1 Establish a framework for discipline, deploying strategies, including the use of praise, sanctions and rewards.	S7b) Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly	Observe class teacher throughout one day for range of behaviour management techniques (make field notes) Refer back to RAC Behaviour seminar notes Discuss (with CT/AT) strategies observed or that might work for me now with the whole class – make a list of 8 Identify from list 4 approaches to use in the management of behaviour as the focus for peer observation – evaluate plan and observation Identify any children who may not respond positively to strategies or need adjusted/additional support - record initials on planning	Nov 5th	Surprised at the number of different approaches the teacher used - gave me lots of ideas. Of the 4 strategies 'countdown' and 'describing desirable learning behaviours' had most effect. I think this is because they provide positive reminders. They didn't respond positively to the 'clap and respond' but I think this may have been because they have used it a lot before. Need to work on clarifying my expectations so they know what to do when I have their attention!	*Student* *Mentor*

Next Steps

Central training

- Memory
- Cognitive load theories
- Metacognition

Teaching 4 lessons from half term

Start ongoing action plan

After half term start to collect evidence

Monitoring visits

Week beginning: 10/10/2022

Trainees will learn that:

High Expectations (Standard 1 – 'Set high expectations')

2.Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils

3.Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential

4. Setting clear expectations can help communicate shared values that improve classroom and school culture

Managing Behaviour (Standard 7 – 'Manage behaviour effectively')

1.Establishing and reinforcing routines, including through positive reinforcement can help create an effective learning environment

2.A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs

Reading and Reflection	Central Provider led training	Trainee observation and teaching focus	Mentor discussion focus: Learning how to…
Paul Dix: When the Adults Change, Everything Changes (pre course reading) revisited	**Behaviour with Paul Dix – NASBTT Live talk 9am – 10.30am - Virtual** **Practical strategies for managing behaviour in an inclusive classroom**	Creating a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine **(High Expectations – Standard 1)**	Use intentional and consistent language that promotes challenge and aspiration Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine **(High Expectations – Standard 1)**

Formative Task – 10 minute Presentation

Friday 16th December 2022 (virtual presentations)

In preparation for Assignment 1, you are asked to work on a **formative assessment task.** An essential principle of the RBWM SCITT Programme is to be able to understand how children learn. To do this, in addition to the Module 1 training sessions, you will need to identify and read about a range of learning theories and to establish how these theories impact on classroom practice. You will select one learning theory to discuss in your formative task although you will need to deliberate on how it is supported or contradicted by others.

"There is nothing so practical as a good theory" (Lewin, 1946)

Research and discuss one learning theory and critically evaluate how relevant it is for 21st century education

You will have 10 minutes and 5 minutes for questions and will share your findings in small groups. You can present using a brief PowerPoint on a laptop (no more than 5 slides) or can create a poster/visual resource to support your presentation. You will need a bibliography to show evidence of wider reading and although this assessment will not receive a formal mark, it will provide opportunities to link academic research and reflective practice ahead of the module 1 assignment.

Next meeting

Thursday 8th November

PowerPoints

Leadership site