**Professional Learning Conversations**

**These conversations are to be between the trainee, mentor and SCITT tutor during termly monitoring visits**

**Early Stage of Training (Autumn Term)**

**1. Behaviour**

**Questions: From your observations, training and early practice …**

Can you give any examples of positive behaviour management strategies you have either observed or used within your own practice?

How have you ensured that you are building professional relationships with the pupils in your class(es)?

Which aspects of your centre-based behaviour management and theory training have had the most impact on your developing practice so far?

**Talk-Throughs:**

Can you reflect on a difficult moment relating to managing pupil behaviour that you overcame and what did you learn from this experience?

**2. Pedagogy**

**Questions: From your observations, training and early practice …**

How do expert colleagues consider pupils’ prior learning when planning to impact on pupils’ learning and progress?

Which aspects of your centre-based pedagogy and theory training have you had the opportunity to see delivered by expert colleagues in

school?

How do expert colleagues adapt their teaching to: i) ensure **all pupils access learning**, while maintaining high expectations for all; ii) ensure

the learning environment supports **all** learners?

**Talk-Throughs:**

Talk us through an example of when you have seen an expert colleague demonstrate effective modelling. What did you learn about the impact

of this on the pupils’ learning and progress?

**3. Curriculum:**

**Questions: From your observations, training and early practice …**

What have you learned from conversations with expert colleagues about your school’s curriculum and the choices that have been made in relation to its design and coverage?

Have you encountered any challenges in relation to developing your understanding of the National Curriculum and how this informs your placement school’s curriculum design?

**Talk-Throughs:**

Talk us through your understanding of what is meant by a ‘carefully sequenced and coherent curriculum’.

Talk us through how you have identified and begun to address any significant gaps in your subject knowledge since commencing your training programme.

**4. Assessment:**

**Questions: From your observations, training and early practice …**

What examples of formative assessment have you seen expert colleagues use during your placement(s)?

How do expert colleagues use information from assessments to inform the decisions they make within the classroom?

**Talk-Throughs:**

Talk us through your understanding of the difference between formative and summative assessment.

**5. Professional Behaviours:**

**Questions: From your observations, training and early practice …**

How do expert colleagues work collegiately with Teaching Assistants? How have you contributed to this process so far?

How have you demonstrated your professionalism in relation to the theory and training you have received during training?

**Talk-Throughs:**

Talk us through a professional discussion you have had with a key member of the school’s leadership team. (For example, headteacher or deputy, SENCO, subject lead, pastoral lead.) What have you learned from these discussions?

**Professional Learning Conversations**

**Mid Stage of Training (Spring Term)**

**1. Behaviour**

**Questions: From your observations, training and early practice …**

How have you ensured that you are building professional relationships with the pupils in your class in both of your school placements?

What have you learned about how to create an environment where making mistakes and learning from them is encouraged within the classroom?

Which aspects of theory that you have learned in centre-based sessions have been most useful/impactful to you in regard to managing pupil behaviour successfully?

**Talk-Throughs:**

Talk us through how you have adapted/or utilised different behaviour management strategies to meet the needs of pupils in the different age phases you have encountered. (For example, Foundation Stage or Key Stage 1 Key Stage 4)

**2. Pedagogy**

**Questions: From your observations, training and early practice …**

Can you give practical examples of how you have scaffolded your teaching to impact on pupils’ learning and progress?

How have you identified common misconceptions within a/your subject and how have you ensured these misconceptions do not impact negatively on pupils’ learning and progress?

What examples have you seen of grouping pupils? Which methods do you think are most effective when thinking about the impact on pupils’ learning and progress?

When planning sequences of lessons, how do you consider metacognition and the cognitive load of the pupils within your class?

**Talk-Throughs:**

Talk us through an example of how you have adapted your planned teaching to ensure all pupils, including any with SEND, can fully access

the learning, whilst ensuring there are high expectations for all. What have you learned from this experience?

**3. Curriculum:**

**[Possible] Questions: From your observations, training and early practice …**

How have you used the curriculum to support you as you begin to take ownership of the planning process throughout your training year?

What resources have you utilised to support the development of your subject knowledge and/or your progress in any curriculum areas that

you need to improve?

How have you ensured that your planning is appropriately aligned to your school’s curriculum and the choices that have been made in relation to the content covered?

What teaching strategies have you developed to engage and enthuse your pupils, especially in relation to them understanding what they are learning and why?

**Talk-Throughs:**

Talk us through how your centre-based training and school-led training/experiences have helped you deepen your subject knowledge since your last Professional Learning Conversation/review. Which aspects do you most need to focus on during the final stage of your training?

**4. Assessment:**

**Questions: From your observations, training and early practice …**

What examples of formative assessment have you used as part of your day-to-day teaching routine?

How have you and expert colleagues made summative assessments and ensured that these are accurate and consistent? How has your

mentor supported you with different formats of assessment?

Moving into the final part of your training year, which areas of assessment would you like to become more confident and adept in?

**Talk-Throughs:**

Talk us through some examples of high quality feedback, written or verbal, that you have given and that has had a significant impact on pupils’ learning and progress. How do you know?

**5. Professional Behaviours:**

**Questions: From your observations, training and early practice …**

In what ways have you continued to make valuable contributions to the wider life of the school?

When working with Teaching Assistants, what steps have you taken to maximise their impact on pupils’ learning and progress?

What discussions have you had with key members of the senior leadership team? (For example, SENCO.)

**Talk-Throughs:**

Talk us through how you have begun to build effective relationships with parents, carers and families. What do you think are the key principles

involved?

**Professional Learning Conversations**

**Final Stage of Training (Summer Term)**

**1. Behaviour**

**Questions: From your observations, training and early practice …**

How have you promoted high expectations for **all** pupils in your class(es)?

Which routines that you have established during your increased teaching timetable have been most effective in managing behaviour?

Can you describe the difference between intrinsic and extrinsic rewards? How have you made use of rewards in your recent teaching? How effective has this been on the motivation and behaviour of your pupils?

**Talk-Throughs:**

Talk us through your priorities in creating and maintaining a positive classroom culture during your NQT year. What part do you think parents, carers and families might play in this?

**2. Pedagogy**

**Questions: From your observations, training and early practice …**

Which pedagogical approaches that you have learned about, observed or used within class have had the most impact on your developing practice?

When working with SEND pupils within your class, what have been the most successful strategies that you have observed or used to impact

on their learning and progress?

**Talk-Throughs:**

Talk us through the questioning strategies you use to engage pupils, to check their prior knowledge and assess their understanding.

**3. Curriculum:**

**Questions: From your observations, training and early practice …**

Now that you have responsibility for the majority of planning and teaching within your classroom, how have you ensured your planning is tightly linked to your school’s curriculum and the choices they have made in relation to the content they cover?

How will you prepare yourself for teaching in a school with a curriculum you are unfamiliar with? What challenges might this bring?

**Talk-Throughs:**

Talk us through how you have identified areas that you are less confident in and how you have deepened your own subject knowledge since the start of the programme.

**4. Assessment:**

**Questions: From your observations, training and early practice …**

Can you think of an example from your teaching experience where feedback you have given has had a significant impact on the progress of a pupil or group of pupils?

How have you utilised the data that your school has collected about the pupils in your class? How can you make the best use of the data that is collected within your class or across the school?

**Talk-Throughs:**

Using your experiences from your training year, talk us through what you believe to be the most important elements in effective and accurate assessment of pupils’ progress.

Talk us through how you plan to implement the DfE’s School workload reduction toolkit to support you in maintaining a healthy work-life balance in your NQT year.

**5. Professional Behaviours:**

**Questions: From your observations, training and early practice …**

What experiences have you had during your training year of working with parents, carers and families? What have you learned from these experiences?

How have you collaborated with Teaching Assistants to ensure that you have utilised their full potential and what will you do as an NQT to ensure this continues?

Have you had to deal with or witnessed a safeguarding incident? How was this dealt with? What did you learn from the experience?

**Talk-Throughs:**

Thinking about all aspects of the ITE curriculum you have followed, talk us through which theory or piece of research has had the greatest impact on your practice. How will you ensure you continue to engage in high quality professional development during your early career and beyond?