



College of Business, Arts and Social Sciences

**Department of Education
Initial Teacher Education Partnership**

School Experience Handbook

PGCE Secondary 2023-24

Section 1: Introduction

Introduction and Welcome

Key Contacts

Mission and Vision

Calendar

Introduction and Welcome

Welcome to our PGCE Initial Teacher Education (ITE) programmes and to the Department of Education at Brunel University London. To Student Teachers, I extend my thanks for choosing to study with us and, to Professional Co-ordinating Mentors, Mentors and Class Teachers, thank you for your essential contribution to the ITE programmes.

At Brunel University London, we are very proud of our long-standing history in and track record for high-quality partnership provision for ITE. Indeed, Brunel University London's predecessor colleges are some of the oldest colleges of teacher education in the British Commonwealth, with one (Borough Road College) dating back to 1798. Formal partnerships with schools date back to the 1980s, long before they were made statutory in 1992. Over time, we have collaboratively evolved effective ways of integrating university- and school-based work and opportunities for impactful professional learning. The PGCE programmes are subject to rigorous ongoing evaluation and development to reflect the changing nature of education in the wider context of government policy and legislation. This process is facilitated by a close working relationship with our valued partners through the Brunel University London Partnership Management Group (PMG), which comprises head teachers and senior teachers from schools and other educational contexts and members of the ITE teaching team and Partnership Office.

The Brunel University London partnership takes pride in the high level of expertise and wide range of experience of our staff at all levels, informed by an ongoing commitment to research and scholarly activity in their respective fields. The Student Teachers also benefit enormously

Brunel University London Teacher Education Partnership Vision and Aims

We embrace diversity and promote equality, recognising and celebrating contributions made by all teachers. We support and empower members of our teacher education community to achieve individual and collective goals; from student teachers in initial teacher education through to mentors and senior leaders supporting ITE or school colleagues, through our continuum of academic awards or professional learning opportunities offered through the Partnership.

The above statement underpins the learning and teaching which takes place as part of the Brunel University London Partnership, as demonstrated in the vision and aims outlined below.

Our Vision

- For our teaching and practice, contestable knowledge exchange, based on research and research activity to be at the centre of a local, national and global initial and ongoing teacher education community
- For our ongoing teacher education community to inspire all student teachers to work, think and learn together to meet the challenges of education for the future in a range of contexts
- For all aspects of our work in teacher education to align with and contribute to UN sustainable development goals in relation to education and the promotion of inclusive and socially just societies.
- To contribute to the development of a flexible and diverse teacher workforce who are prepared to meet the challenges of and contribute to an ever-changing educational landscape. Our vision places equality and diversity at the heart of all we do and inspires us to excel by working together to maximise the benefits of our diversity

Our Aims

- To ensure that supporting pupils' educational progress and development is at the heart of our ITE provision, taking account of their varied backgrounds and educational needs.
- To prepare the teacher education community, with a sustained commitment to offering young people the best possible educational experiences.
- To support student teachers to develop into socially responsible professionals who work towards a more just society upholding the highest standards of ethical practice.
- To create competent and confident professionals who are independent thinkers, recognising and understanding that educating is a professional, thoughtful and intellectual endeavour and that knowledge is contestable, provisional and contingent, with the capacity to use theory and research to underpin, empowered to challenge or illuminate practice in their professional contexts.
- To promote critical enquiry-rich practice, enabling our student teachers to be intellectually curious, innovative, creative and receptive to new ideas through individual and collaborative endeavour.

- To inspire our student teachers to be dedicated professionals with the knowledge, skills and understanding to design and teach a curriculum for a changing world but one that is informed by principles of equality and social justice and innovative and creative pedagogical practice.

Key Contacts

PGCE Secondary Programme Leader
Secondary English Lead Tutor
Dr Ruth Aman
ruth.aman@brunel.ac.uk

Deputy Head of Department
Secondary Mathematics Lead Tutor
Ms Sunita Babbar
sunita.babbar@brunel.ac.uk

Secondary Science Lead Tutor
EdD Programme Leader
Dr Andrew Carroll
Andrew.carroll@brunel.ac.uk

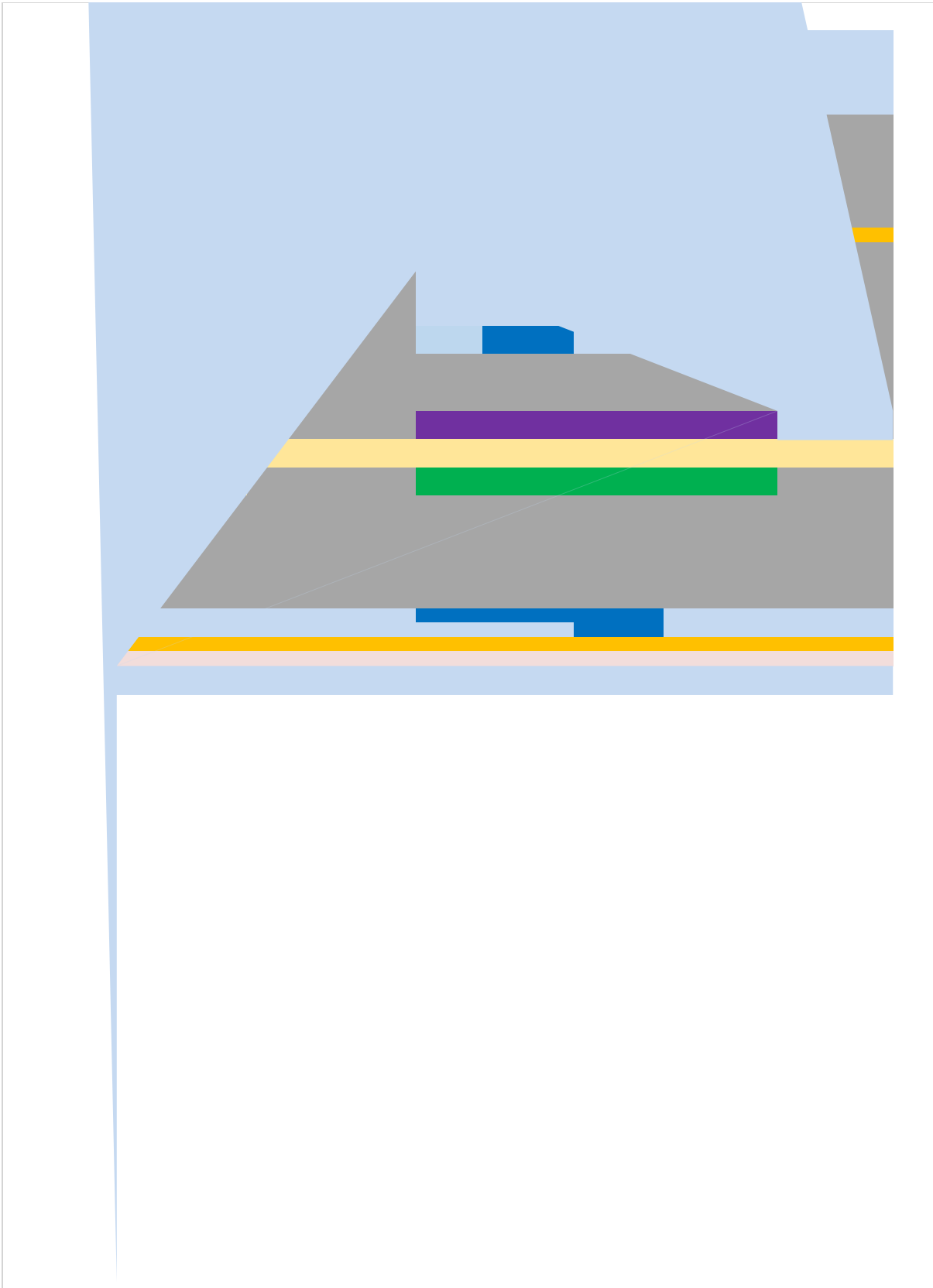
Head of Department
Physical Education Lead Tutor
Dr Anne Chappell
Anne.Chappell@brunel.ac.uk

Secondary Maths Tutor
Dr Pooneh Rooney
Pooneh.rooney@brunel.ac.uk

ITE Partnership Office
Sharon Grey, Amrit Kalsi, Ruby Heer
cbass-po@brunel.ac.uk

CBASS Taught Programmes Office (TPO)
CBASS-TPO-GASK@brunel.ac.uk

Calendar



Section 2: Roles and Responsibilities

Professional Conduct

Attendance and Punctuality

Leave of Absence Request

Student Teacher Code of Conduct



- Lead a Partnership school-based programme of Mentor professional learning for new Mentors and co-ordinate the on-going development and monitor the quality of all ITE mentoring within the school in line with the National Standards for Mentors, as outlined in the [Core Content Framework](#);
- Encourage, support and manage professional learning so that all mentors obtain mentor certification where available; for example, via the National Mentor Standards;
- Carry out, at least one joint observation with the mentor or Link Tutor;
- Co-ordinate and approve the school-based assessment of the Student Teachers;
- Co-ordinate the evaluation of school-based professional learning by Student Teachers and Mentors and liaise with Brunel University London as appropriate;
- Have responsibility for implementation and review of school experience professional learning activities;
- Manage the school-based aspects of any ‘Support and Intervention’ issues ensuring that all involved, Student Teacher, Mentor or Link Tutor are informed, in good time, of the concerns, targets, time-frame and outcomes agreed.

The Mentor

The Mentor is a vital part of the Student Teacher school experience. At Brunel we recognise that

“...the quality of the next generation of teachers will, in large part,

- Keep up to date with developments in mentoring within the Brunel University London Partnership e.g. by attending mentor development sessions provided by the University;
- Disseminate key messages from mentor development sessions at BUL to class teachers who also work with the student teacher: eg annotation of lesson plans; completion of lesson dialogue records; expectations for planning;
- Provide induction into school procedures, data (e.g. target grades for school pupils), resources and curricula and specifications as appropriate;
- Ensure the Student Teacher is familiar with and makes use of documentation and guidance relating to Safeguarding, Health and Safety policy and associated risk assessments for the school, department and subject;
- Negotiate a timetable that meets the professional learning needs of the Student Teacher as appropriate to the level of their experience;
- Ensure that the timetable includes a designated 60-minute time-slot for the weekly professional learning meeting where progress is discussed, professional learning activities negotiated and monitored, and appropriate professional learning foci are set. The Student Teacher will bring forward evidence and record the discussion for the Mentor to agree and sign;
- Receive and approve the Student Teacher's medium-term planning, individual lesson plans and examples of assessed work in good time and provide appropriate feedback in time for her/him to make agreed amendments;
- Ensure that the Student Teacher has a lesson dialogue record formally completed on BUL's proforma twice a week during Placement 1 and two or three times a week during Placement 2;
- x Ensure that the Student Teacher is observed according to the Brunel University London School Experience Guidance during the placement and is provided with written comments (e) related to:
 - the planning of their lessons based on the Student Teachers' assessment of prior learning;
 - pupil progress in the lesson;
 - and their own progress in relation to the Assessment of Learning

- Contribute to the programme as appropriate e.g. by attending joint interviews with University Tutors, participating in course evaluations and development meetings.

The Link Tutor

The Link Tutor's role in the Partnership is to quality assure professional learning provision and processes at their allocated Partnership Schools, monitor Student Teacher progress against the Teachers' Standards (DfE, 2013) and moderate the assessment of Student Teachers against these Standards within the school. The Link Tutor is then required to report back on progress to the PGCE Programme Leaders having checked specified evidence and moderated grading on the interim and end of placement assessments.

The Link Tutor will:

- Make early contact via email and/or an online meeting at the start of each placement
- Conduct 4 visits across the programme to each of their allocated Student Teachers and schools
- Liaise with Student Teacher & Mentor to arrange Link Tutor visit/s;
- Discuss progress with the Student Teacher and look at their evidence (including any relevant assessment (eg. Interim/ End of Placement assessment/ Professional Learning Action Plan) on Pebblepad;
- Complete the Link Tutor Checklist for each visit and return to the student teacher and mentor, together with any Lesson Dialogue Record that may have been completed during an observed lesson
- Support Student Teachers, along with school and university staff, in line with the

- Maintain and update the Partnership database and all relevant information connected with Partnership communication and development;
- Develop a professional business relationship with each School/Placement Provider to the benefit of both parties;
- Ensure that School Partners are actively involved in the development of all relevant documentation, through participation in the Partnership Management Group, or otherwise;
- Ensure that Professional Coordinating Mentors (PCMs) receive Brunel documentation and that Programme Leaders receive required documentation from PCMs and schools;
- Ensure School Partners have key contact details of University ITE staff, including Link Tutors;
- Ensure that information relating to Partnership quality assurance processes is communicated effectively;
- Publicise, organise and facilitate Partnership development events and activities, such as support and development sessions.

Entitlement for Student Teachers while on Placement

- All student teachers are entitled to ongoing support and professional learning opportunities which will help to improve their teaching by receiving regular honest and constructive feedback on developments. The major elements of the school-based professional learning and support are:
 - A whole-school Professional Education programme organised by the PCM, designed to complement the General Professional Education and Subject Studies sessions taught at University and to give an additional school-specific focus to these areas. This is organised around the school's timetable and availability of staff;
 - An individualised subject-based learning programme. It is vital that this professional learning programme is planned during the initial induction days at the school with your mentor and reviewed during the block school experience;
 - A mentor who will have day to day responsibility for the student teacher's learning in school, coordinating observations of teaching, conducting the weekly professional learning meeting and working with the student teacher to complete assessments at the interim point and end of each placement of the course;
 - An appropriate timetable to meet the student teacher's learning needs, details of which are included in a subsequent section of this document

Professional Conduct, DBS, Attendance and Punctuality expectations

Professional Conduct

It is important that the Student Teacher arrives at their placement school with a clear understanding of what is expected and required. The Student Teacher must recognise that they are expected to take on the professional attributes of a teacher from the start and to behave professionally at all times in university and school and that, for the duration of the placements, have the same obligations and rights as full members of staff. These professional responsibilities are clearly outlined in the Preamble and statement on Personal and Professional Conduct in the Teachers' Standards (DfE, 2013).

Guidance for Part Two: Personal and Professional Conduct

A Student Teacher is expected to demonstrate excellent standards of personal and professional conduct, including adhering to an appropriate dress code at all times. The statements in part two of the Standards define the behaviour and attitudes that set the required standard for conduct throughout a teacher's career. Specific detail regarding code of conduct and relevant legislation will be addressed through the course.

Student Teachers are expected to adhere to schools' policies (e.g. behaviour management), and to uphold their values and ethos. Student Teachers are expected to plan, prepare, teach and assess the class(es) that they are responsible for and to keep appropriate records of the pupils and to make these available to the Mentor, PCM and Link Tutor as requested.

It is an expectation that Student Teachers demonstrate professional courtesy and respect for all members of the Partnership (including pupils) at all times and in all contexts. This should be demonstrated through tone of both oral and written communication, including electronic communication. At the start of the course, the Student Teacher is expected to sign the 'Student Teacher Code of Conduct' (on PebblePad) in



the school must investigate the allegation in accordance with its anti- harassment and anti-discrimination policy.



2. Meet with your personal tutor to discuss the request. Your tutor may pass this onto the



<https://intra.brunel.ac.uk/s/studentcentre/Student%20Centre%20Publications/Withdrawal%20Leaflet.pdf#search=withdrawal>

Continuing attendance concerns will be followed up by the Programme Leader.

Section 3: School Experience Information

Placement organisation and information

Placement Organisation and Information

Introduction

This section provides all the information and documentation required for school experience. All documents required whilst on placement will be available electronically via Brightspace, via PebblePad for completion of the Professional Learning Record and via the Brunel ITE web pages for our Professional Coordinating Mentors (PCMs) and mentors. We hope this will help you to navigate around the requirements for placement but please do not hesitate to contact us if you require any clarification or further assistance.

Preparing for the First Day of School Experience

Student Teachers will be allocated their school placement by the Partnership Development Unit and receive information about the school – address, name of the PCM and Mentor (where available). They should begin to plan their route to school to ensure that they arrive in school on time – bear in mind the time to school and to mentors. We hope this will help you to navigate around the requirements for placement but please do not hesitate to contact us if you require any clarification or further assistance.

Professional Learning Record (PLR)

The PLR for Student Teachers is to be maintained using the PebblePad e-portfolio. PebblePad should be updated as regularly as possible (once per week minimum). Keeping PebblePad up to date is very important as it also enables the Link Tutor, Personal Tutor, Course Leaders, Mentor and PCM to track progress through the School Experience.

There is technical support available if needed from the Learning Technology Team at Brunel University London (email: ltt@brunel.ac.uk).

School Experience Files

Students are expected to keep three School Experience Files (these files may be physical or electronic):

File 1:

- Notes on work previously undertaken by the group in the subject area or activity (including key stage 2 for year 7 pupils);
- Scheme of work for the key stage;
- A unit of work in the required format, (you may use the content of the department's existing unit as a framework); this should be annotated to indicate what you are teaching, what has already been taught and how this feeds into your individual lesson plans
- An individual lesson plan for every lesson taught in chronological order in the required format;
- Lesson assessments of pupil learning and evaluations of your teaching with each lesson noted

Key Information: Placement 1 School Experience

Placement starts: Thursday 28th September for two days per week on the following dates: 28th and 29th September, 5th October and 6th October

GPE/university-based days: Students attend university on Weds 11th October, 18th October, 1st November, 8th November, 15th November and 22nd November

School-based Assessment Dates

Placement 1 Interim assessment w/b Mon 11th Dec. To be submitted by Friday 15th Dec.

Placement 1 End of Placement assessment w/b Mon 29th Jan. To be completed by Friday 2nd Feb.

The assessment guidance can be found on Brightspace. Placement Assessments do not need to be submitted on Wiseflow – they remain within Pebblepad.

Pattern of Placement

Placement	Dates	Suggested Activities
Initial Induction and Prep Stage	First four days of placement	Familiarity with policies and procedures in the school: safeguarding. Meetings with PCM and Mentor to discuss Initial Needs Analysis (INA). Discussion of timetable in relation to INA. School-based professional studies programme. Observation of best practice in school. Professional Learning Activities (PLA). Meetings with key people i.e. year leaders, S(Fr)46(b)-5(y)10(Fri)4(d).
	w/b 9 th October to w/e 20 th October	

Timetable Weighting: Placement 1

The weighting post induction to the end of Placement 1 will be as follows:

Examples of number of lessons per week	Number of lessons taught by main scale teacher per week	Number of lessons to be taught per student	Number of lessons per week, students spend on Professional Learning Activities (PLAs)	Total number of lessons per week students should spend on lesson planning and preparation.
20	16	8	4	4
25	20	10	5	5
30	24	12	6	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 year in the latter stages of Placement 2.

Number of lessons indicated are approximate and may be adjusted slightly where appropriate or necessary. Where schools operate a 2

Lesson planning:

Student teachers write their lesson plans on the Brunel lesson plan pro forma. Our expectation is that students show plans to class teachers/mentors in advance to obtain guidance.

Written feedback on teaching:

Class teachers/mentors annotate

Alternative Setting Experience 19th February to 23rd February

20

16

taught
student by

The mentor contacts the Link Tutor.

Professional Learning Activities:

Students keep 3 files: File 1: Professional Learning, File 2: Placement One and File 3: Placement Two.

Professional Learning Activities form an important part of subject knowledge development and provide additional evidence of how the Student Teacher is working towards the BUL ITE Curriculum. Although it is the Student Teacher's responsibility to manage their own workload, we encourage Mentors to keep sight of these activities to oversee how their Student Teacher is addressing these requirements. Please refer to the students' school experience files in which PLAs will be collected.

Mentors, PCMs and tutors use the evidence in the files to support judgements about the quality of students' teaching.

Section 4: Professional Learning and Assessment

Overview of Professional Learning, Monitoring and Assessment

The Brunel University London Teacher Education Partnership has a commitment to ensuring that Student Teachers meet the Teachers' Standards at the highest level possible by the end of the programme. The following diagram is an 'at a glance' illustration of the professional learning process and how this feeds into the assessment of Student Teachers.



The Initial Needs Analysis integrates professional learning foci and strategies, which are cross referenced to the 5 areas in the Core Content Framework. The Student Teacher drafts the INA in preparation for Placement 1; these will be the professional learning foci for the first WPLR. This is completed on PebblePad in collaboration with your school mentor.



The Student Teacher reflects against each professional learning foci with comments about how this has impacted pupil progress. The Student Teacher completes brief reflections on other Professional Learning Activities (PLAs) undertaken this week (to include mentor support, subject knowledge development, engagement with other colleagues, observations). Through discussion and consideration of the evidence in files and on PebblePad, the Mentor and Student Teacher reflect on the professional learning that week. Following this discussion, they identify agreed professional learning foci for the following week.
If there are any concerns at this stage, the mentor must contact the link tutor.



Professional learning foci related to the areas in the Core Content Framework (CCF) are determined from discussions arising from the WPLR. The observer writes a qualitative commentary on the extent to which the intended learning for that lesson has been met, in relation to the CCF areas. The observer also comments on how the Student Teacher has demonstrated progress towards their Professional Learning Foci. Finally, the observer notes possible areas to discuss in the next WPLR meeting with a view to determining the next week's Professional Learning Foci.
TYPES OF EVIDENCE OF IMPACT ON PUPIL PROGRESS: The assessment of pupil learning from the previous lesson plan, marked pupil homework, pupils' attitudes towards learning in the lesson, pupils' responses to questions or dialogue with other pupils, work produced by pupils during the lesson, annotated copies of the Student Teacher's lesson plan.

**Lesson Planning,
Assessment and
Marking
(Subject specific
documentation)**

The Student Teacher uses both WPLRs and LDRs to inform their planning for pupil progress in future lessons.

TYPES OF EVIDENCE OF IMPACT ON PUPIL PROGRESS: Evaluation of pupil learning and teaching on the back page of the lesson plan; any subsequent marki

Assessment and tracking of progress of Student Teachers during the PGCE programme

The 'Tracking Progress' document on PebblePad, sets out a framework of knowledge and skills that Student Teachers must learn, remember and practise in order to meet the Teachers' Standards by the end of their PGCE programme. When the Student Teacher has demonstrated that the [Teachers' Standards](#) have been met by the end of the programme, a recommendation for the award of Qualified Teacher Status (QTS) can be made. Student Teachers will be assessed against a Curriculum which is implemented across the Brunel ITE Partnership and incorporates the CCF. Student teachers may be directed to consider the Teachers' Standards during the course, but they **must not** be used as a benchmark or assessment tool until the end of the course – the grids within the Tracking Progress documentation are for use as trajectory model.

In order to support Student Teacher progress towards meeting the above, there are some statements which outline the expectations at each of the two school experience placements. These have been grouped based on the Core Content Framework areas to support target-setting, selection of appropriate professional learning activities and progress review. Student Teachers will have individual learning needs and the different stages may not describe exactly each individual's learning journey, but can be used as reference point for considering progress at key assessment points.

At the end of Placement 2 and in order to check whether the Teachers' Standards have been met,

Please note: If a student teacher walks out of a school experience placement, having not followed all expected lines of communication and reporting to address any Support and Intervention issues (as detailed in the step by step process outlined in this handbook), then this will normally constitute a 'not met' outcome and result in a failed placement. In this situation, there is no automatic right to a resit.

What can trigger the Support and Intervention process?

A Support and Intervention could be issued for the following possible areas of concern:

- A student teacher does not make the expected progress despite appropriate support over time
- A student teacher shows that they are not meeting the expectations of a student teacher at that point of the placement and/or when measured against the tracking progress documents, particularly when they have been guided on how to do so
- WPLRs indicate a lack of progress towards identified targets over a period of time
- A student teacher has plateaued and there is a lack of evidence of development, since the previous assessment
- Interim assessment outcomes identify more than one area that is 'Not Met'
- A student teacher fails to demonstrate high standards of personal and/or professional conduct (at either university or while on placement)
- Poor attendance or punctuality
- A student teacher demonstrates an inability to follow correct procedures or policies (e.g. dress code or school operations)
- A student demonstrates a lack of awareness of their actions, or regarding their progress
- An inability or unwillingness to accept professional feedback
- An inability to develop or maintain effective professional relationships with staff or students.

What are the stages of the Support and Intervention process?

This process is outlined below:

The Brunel University partnership would normally expect mentors and/or PCMs to discuss their concerns with student teachers prior to contacting the Link Tutor, in the interests of maintaining appropriate professional working relationships.

Stage 1: Activating Initial Support and Intervention

- At the earliest opportunity, the mentor discusses concerns with the student teacher.
- The mentor and the student teacher agree strategies to remediate the concern together with the timescale, targets and actions.
- The concerns, targets and actions for the student teacher will usually be recorded on the Weekly Professional Learning Record (WPLR) and the mentor monitors as appropriate.

Stage 2: Reviewing Stage 1 Support and Intervention

- Mentor and student teacher review targets using the full range of evidence.
-

Stage 4: Review of Support and Intervention Action Plan

- At the end of the specified timescale, a formal review of targets takes place, by the student teacher, mentor and Link Tutor who will use the full range of evidence.
- A decision is reached as to which of the three possible outcomes has been demonstrated:
 - i. if sufficient progress has been made, the Support and Intervention ends and the normal professional learning routines continue;
 - ii. if partial progress has been made, the Link Tutor, mentor and student teacher review the issues, revise the targets and the Support and Intervention is extended; extension of the Support and Intervention may only happen once. Further review is arranged following the agreed extension period, and a further joint lesson observation is arranged (as appropriate) to support the subsequent judgement.
 - iii. if insufficient progress has been made, proceed to Stage 5.

The outcome of the Support and Intervention is recorded on the Support and Intervention Agreement. A copy is returned to the Programme Leaders.

It is important that if a Support and Intervention process has been instigated and has been successfully resolved, that the student teacher begins the next stage of professional learning with a “fresh start”.

Stage 5: Moderation

A moderation process is arranged to check the decision. This may include an additional lesson observation by a moderator.

Programme leaders, in collaboration with the school, will decide whether or not the student can continue in placement with a further extension of the Support and Intervention process.

If it is agreed that the student has made insufficient progress then the school placement will be terminated.

The outcome is recorded on the Support and Intervention Agreement.

Next steps for unsuccessful Support and Intervention

A meeting takes place between the student and a member of the partnership team (usually the Programme Leader). The student teacher is informed of the termination of the placement and the reason, also of the capacity of the Examination Board to award the opportunity of a re-sit if it is judged to be appropriate. The student teacher may, additionally, be signposted to relevant university support systems if this is judged appropriate. The student teacher may decide to withdraw from the programme. This meeting is recorded. The final decision is confirmed to the student teacher following the outcomes of the Examination Board. Note that there is no automatic right to a re-sit of the school placement module.

Guidance for Stage 3

Section 6: Glossary of Key Terms

PLACEMENT 1	Placement 1 School Experience
PLACEMENT 2	Placement 2 School Experience
INA	Initial Needs Analysis
LDR	Lesson Dialogue Record
PCM	Professional Coordinating Mentors